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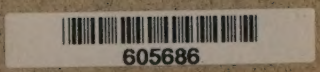
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# ACCOUNTS AND PAPERS:

*THIRTY-EIGHT VOLUMES.*

—(14.)—

## EDUCATION:

## REPORT FROM COMMITTEE OF COUNCIL.

Session

6 *February*—7 *August* 1862.

VOL. XLII.

# ACCOUNTS AND PAPERS:

THIRTY-EIGHT VOLUMES.

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—(14)—

EDUCATION:

REPORT FROM COMMITTEE OF COUNCIL.

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Session

6 February —— 7 August 1802.

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VOL. XLII.

# REPORTS, PAPERS, &c.

## 1862.

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# REPORT

OF

# THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

# APPENDIX.

1861-62.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1862.

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# THE REPORT

OF THE

# COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

## For the Year 1861.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of our proceedings during the past year for the promotion of education among the labouring and other poorer classes of Your Majesty's subjects in Great Britain.

During the year 1861, as compared with 1860, the number of schools, or of departments of schools under separate teachers, which were actually inspected, was increased by 497, and the number of children by 65,758; the number of pupil-teachers by 742; of certificated teachers, by 987; of students in training to become schoolmasters and schoolmistresses, by 43; capitation grants were paid on 54,220 more children; 206 new school-houses were built, comprising (besides class-rooms) 335 principal school-rooms and 185 dwellings for teachers; 135 other schools were enlarged, improved, or furnished afresh; accommodation was created for 47,103 children, exclusive of the schools improved or newly furnished, but not enlarged.

During 1861, sixty inspectors, including twenty-four* assistant inspectors, were employed in visiting schools and in holding examinations. They visited 10,900 daily schools or departments of such schools under separate teachers. They found

* One assistant-inspector, since resigned from illness, was actively employed during three months only.

present in them 1,028,690 children ; 8,069 certificated teachers; and 15,498 apprentices. Of the schools or departments, 2,281 were for boys only ; 2,260 for girls only ; in 4,739 boys and girls were instructed together ; 1,620 were confined to infants (children under seven years of age). Of the children, 566,333 were males, and 462,357 were females. The preponderance in number of the schools for children of both sexes over separate schools arises from the fact that this organization is almost universal among the Presbyterian schools in Scotland, and prevails largely among the schools of Protestant Dissenters in England and Wales ; not to mention that it is necessarily adopted in many parts of the country, when the means to maintain two teachers are wanting. The inspectors also visited 39 separate training colleges, occupied by 2,869 students in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2,782 other candidates were simultaneously examined for the end of the first, second, or third years of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 442 schools for pauper children, containing 32,481 inmates,* and 58 ragged or industrial schools, containing 4,411 inmates.†

Our attention since the date of our last Report to Your Majesty has been earnestly directed to the Report made by the Commissioners whom Your Majesty appointed in 1858 to inquire into the state of education in England. Several of the recommendations of the Commissioners cannot be adopted without legislation ; others lie within reach of such adminis-

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* One hundred and five workhouse schools were inspected more than once within the year. The number 32,481 *includes all* the children who were present on each occasion. But 4,883 children were present in the schools visited more than once. Some of these children, therefore, are counted *more than once* in the total number. This is not the case with the number 1,028,690 in daily schools.

† Of these—

2,901 were in ragged and other similar schools receiving the same grants as are made to common elementary day schools with industrial departments.

1,510 were in industrial schools certified under one or other of the Acts 17 & 18 Vict. c. 74, or 20 & 21 Vict. c. 48. Of this number 308 were received under magisterial sentence; the rest at the discretion of the managers.

4,411

trative rules as have been from time to time embodied in the Minutes of our Committee. To these latter recommendations we considered it to be our immediate duty to apply ourselves. As the result of our deliberations, we proposed a Revised Code of Minutes and Regulations, and submitted it to Parliament at the end of the last Session. During the recess, and in the present Session, the provisions of this Code have undergone protracted discussion, and have been considerably modified in consequence; we append the Code in its present form to our Report.

The principal recommendations of the Commissioners which we endeavoured to meet were,—

1. That grants should be expressly apportioned upon the examination of individual children.
2. That means should be taken for reaching more rapidly the places not hitherto aided with the money voted for public education.
3. That the administration of the grants should be simplified, not merely as regards the office work of clerks, but in the much larger and more important sense of withdrawing Your Majesty's Government from direct financial interference between the managers and teachers of schools.

We believe that our measures will be found to answer each of these objects. The Report of the Commissioners, and the subsequent discussions, have sufficiently explained the importance of them. Their effect during the current year will be confined to the admission of new pupil-teachers, and to schools which have not applied for annual grants before 30th June 1862. We shall have the benefit, therefore, of an experiment upon a limited scale, in devising the administrative measures needed for the complete operation of the new system after 30th June 1863.

We cannot admit the justice of the charge which has been made against our measures that, by overthrowing the system hitherto in force, we have condemned our predecessors and ourselves. Had such been our inclination, we could have followed it only by overruling the judgment of the Royal Commissioners, who propose to retain all the old organization

of inspection (p. 342), and of certificated and pupil teachers (p. 329), and who acknowledge in the strongest terms the good which such inspectors (p. 229), and schools under such teachers (pp. 103, 149, 155, 273–6), have done, and may be made still more capable of doing (pp. 156–7).

The system which the Commissioners thus commend is retained in the Revised Code. Each school that is aided must still be under a certificated teacher; must have, if its numbers exceed a certain limit, pupil or assistant teachers of the same kind as were required by the former Minutes; and must satisfy the inspector.

The training of teachers for their profession, and the maintenance of the institutions now existing for that purpose, is also engaging our serious attention.

While making a certificated teacher a condition of annual grants, we have provided for the granting of certificates to younger and humbler classes of candidates for service in small schools; and we are engaged at the present time in revising the subjects wherein teachers are required to be examined. Teachers' certificates do not constitute the monopoly of a class. They have never been confined either to former pupil-teachers or to students trained in normal schools (Code of 1860). Any teachers whatever, who have obtained two favourable reports by the inspector upon their schools, may be presented by their employers as candidates (Revised code, Articles 71–2). Such certificates rest upon the same justification as diplomas in other callings where the whole of good or bad service cannot at once appear.

We regret that our first proposal to examine children for grants according to their age had to be withdrawn. We cannot think that the opposition which this measure, adopted upon the recommendation of the Royal Commissioners (p. 332), encountered, rested upon good grounds. The school itself, for the purpose of instruction, must of course have continued to be organized according to proficiency; but age and proficiency coincide, in fact, far oftener than not. The change of arrangement for examination (supposing such a change to be necessary, which it is not) would have been partial only. The reason for examining according to age was this: the

amount of proficiency required by Standard VI represents the minimum of book instruction which can be put to practical use in life. Less than this is almost sure to be forgotten, because it cannot be used with pleasure or profit. It would have been no small advantage in a school to fix the attention of managers, teachers, and parents upon those scholars who were disproportionately backward for their age. It was said that teachers would attend to those scholars only who were likely to pass. Admit this to be so; yet, the more passed, the larger would have been the grant; the more were neglected as desperate, the less would have been earned. We have been frequently advised to substitute the stimulus of higher payments for examinations passed according to the higher standards. We were of opinion, however, that if the difference in the rate was inconsiderable, it would answer no purpose; and if considerable, that it would aggravate the neglect of the less proficient children, of whom a large number would yield no more in grants than a small number of the more proficient. It can never be too well remembered that the probability of the next generation's becoming duly educated depends upon the number of children who secure the indispensable minimum of instruction *before* a given age, which the labour market inevitably and inexorably fixes. We cannot record in too strong terms the sense which we entertain of the service which the Royal Commissioners have rendered in laying bare this truth, that schools cannot, beyond a certain point, as in trades where Half Time Acts are feasible, have artificial conditions created for them, but must prove their power to grapple with the realities of life (pp. 174, 188, 265). The ages of the scholars who pass from year to year according to the several standards will show how far the instruction for which the country pays is being given under circumstances that are likely to make it successful. It may generally be assumed that each child who in the tenth, eleventh, and twelfth years cannot pass according to Standards IV, V, and VI, will never possess even the humble attainments which those standards denote, and that, so far as the secular instruction of that child goes, the school, which is paid on his account, has done little or nothing to better him in life.

These considerations become the more important now that examination affects only a part of the grants to each school. A school, under Article 40 of the Revised Code, can hardly fail to obtain that measure of aid (viz., 10*s.* per scholar per annum) which the Commissioners think a reasonable average to offer (p. 345), unless a considerable number of its scholars who have attended more than 200 times within the year fail in their examination. Whether or not many of these scholars ought to fail when presented for examination (as will now be the case) *according to standards selected for them in the first instance by those interested in their success*, may be judged from the opinion of the Commissioners when speaking of the attainments with which such scholars *ought to leave school*, and which, therefore, they ought to be able to exhibit in due proportion at each stage of their school life, *i.e.*, if examined according to age. "The children who attend 100 "days" (200 times) "and upwards," say the Commissioners, "may learn to read and write without conscious difficulty, and "to perform such arithmetical operations as occur in the "ordinary business of life. This knowledge they may receive "while under the influence of wholesome moral and religious "discipline, and they may add to it an acquaintance with the "leading principles of religion, and the rules of conduct that "flow from them" (p. 174). Examination, under conditions so little favourable to its influence as a stimulus (Commissioners, p. 157), will certainly not have all the effect which we meant to accomplish by it for the improvement of elementary education. A beginning, however, will have been made.

By the encouragement which we have given to the instruction of infants, as a foundation, and to the instruction of evening scholars, as a continuance, of the elementary day school, we trust that a road has been marked out for the solid and suitable education of the classes who support themselves in independence by manual labour. We are aware that the class which supports itself in independence by manual labour does not constitute the whole of what is called "the poor," and that measures confined to the education of this class form only a part of the work to be done. We are of opinion, however, that the education of the pauper class on the one

hand, and that of the vagrant or criminal class on the other, have been rightly dealt with by recent legislation as separate parts of the question; the *locus parentis* having to be wholly supplied, and requiring special safeguards to prevent abuse. The Committee of Council, the Poor Law Board, and the Home Office have thus their several provinces; and when we add to them, by way of supplement, the missionary action* of Sunday schools and ragged schools, we feel justified in expressing a confident hope that no part of the great field of education for the poor remains unknown or uncared for; and that, in the midst of many difficulties and more differences, progress is being everywhere made. A subsidiary measure of great importance consists in the increased powers given, under recent Acts of Parliament, to the Charity Commissioners. The cheap and expeditious process by which those Commissioners are now able to utilise small endowments offers such facilities for the purpose that most cases, which are undisputed, may be despatched by ordinary official correspondence, with out professional assistance. The responsibility thrown by our measures upon the local managers of schools is likely to direct their attention to that part of the Report of the Royal Commissioners which points out the resources for education derivable from an improved application of existing endowments.

In conclusion, we desire to notice that the rate of progress in any system which is to be both voluntary and efficient, cannot be wholly determined by the State.

(Signed) GRANVILLE.
ROBERT LOWE.

The Council Chamber, Whitehall, 18 June 1862.

* See Report from Select Committee of the House of Commons on the education of destitute children, No. 460, Session 1861.

MINUTE *by the Right Honourable the* LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION *confirming the Alterations of the* REVISED CODE *of* REGULATIONS *announced in Parliament on 13th February and 28th March* 1862, *and specifying the Course to be adopted for putting it into effect.*

## MINUTE.

*At the Council Chamber, Whitehall, the 9th day of May* 1862.

BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

*Read,*—The Minutes of 29 July and 23 September* 1861; also the alterations of the Revised Code of Minutes and Regulations announced in Parliament on 13 February and 28 March 1862;—

*Resolved,*—To confirm the Code thus altered, and to adopt the following course, in place of that specified in the Minute of 29 July 1861, for putting it into effect:—

1. The Revised Code shall regulate all grants to be made upon applications received after 30 June 1862.
2. The Revised Code shall regulate the engagement of all new pupil-teachers in schools where the next inspection (Article 16) falls due after 30 June 1862.
3. Until 30 June 1863, the annual grants falling due at the end of each school year (Article 17) shall be paid according to the Code of 1860 in all schools from which application for them has been made before 30 June 1862.

*In Scotland,* grants shall continue to be made as before the Minute of 29 July 1861, until further directions are given.

* Suspending the operation of the Minute of 29 July 1861.

## REVISED CODE.

### Preliminary Chapter.

1. A sum of money is annually granted by Parliament for public education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either:

(*a.*) For the instruction of children (*elementary*); or

(*b.*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school assisted from the grant must be either:

(*a.*) A school in connexion with some recognized religious denomination; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "Annual Grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council

on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period over which the right of inspection extends depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in or endorsed upon the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications in the form of proposals must in the first instance be addressed to the Secretary, Committee on Education, Council Office, London, S.W.

Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

## Chapter I.

## GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

### Building.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(*a.*) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of—

(*a.*) Individual subscriptions ;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(*c.*) Materials, at the price allowed for them by the contractor, or at which sold off ;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors) ;

(*e.*) Cartage (the value to be certified by the parochial surveyor of roads).

*2nd Limit.*—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

*3rd Limit.*—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title and trust deed, must be satisfactory to the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

*The Site.*

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.
2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49).

(*a.*) Without incumbrance, or rights reserved over the surface.

(*b.*) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(*c.*) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(*d.*) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(*e.*) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6).

*The Trust Deed.*

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools; Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already conveyed in trust, the deed must be a legal conveyance of the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

*The Plans.*

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use,

but must be lodged in the Education Office before a grant is paid.

*Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.*

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of eighteen months, from the date of announcing them.

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## Chapter II.

## GRANTS TO MAINTAIN SCHOOLS.

### Part I.—Elementary Schools.

*Section I.—Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, and the State of the Schools.*

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school :—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

45. Every scholar attending more than 24 times in the evening for whom 5*s.* is claimed forfeits 1*s.* 8*d.* for failure to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.

47. Under any Half Time Act, 100 attendances qualify scholars for the grant :—

(*a.*) Upon examination.

(*b.*) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

| 48. | Standard I. | Standard II. | Standard III. | Standard IV. | Standard V. | Standard VI. |
|---|---|---|---|---|---|---|
| Reading - | Narrative in monosyllables | One of the narratives next in order after monosyllables in an elementary reading book used in the school. | A short paragraph from an elementary reading book used in the school. | A short paragraph from a more advanced reading book used in the school. | A few lines of poetry from a reading book used in the first class of the school. | A short ordinary paragraph in a newspaper, or other modern narrative. |
| Writing - | Form on black-board or slate, from dictation, letters, capital and small, manuscript. | Copy in manuscript character a line of print. | A sentence from the same paragraph, slowly read once, and then dictated in single words. | A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read. | A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school. | Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time. |
| Arithmetic - | Form on black-board or slate, from dictation, figures up to 20 ; name at sight figures up to 20 ; add and subtract figures up to 10, orally, from examples on black-board. | A sum in simple addition or subtraction, and the multiplication table. | A sum in any simple rule as far as short division (inclusive). | A sum in compound rules (money). | A sum in compound rules (common weights and measures). | A sum in practice or bills of parcels. |

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67), and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers be not kept with sufficient accuracy to warrant confidence in the returns.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector or inspectors takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(*b.*) By the sum of 10*l.* if after the first 50 scholars in average attendance there be not either one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every 80 scholars in average attendance. The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

(*c*). By its excess above,—

1. The amount of school fees and subscriptions; or,
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

53. If the excess of scholars over the ratio of 40 to every pupil-teacher has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants is to be kept, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

### *Diary or Log Book of School.*

56. The diary or log-book must be stoutly bound, and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in the log-book accounting for any subsequent change of the school establishment.

*Section* II.—*Teachers referred to in the preceding Section.*

64. The recognized classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

*Certificated Teachers.*

66. Teachers in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Articles 122, 127–8). No certificate is issued above the fourth class. Cer-

tificates are raised to the higher classes by good service only (Article 78).

*Examination.*

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119 and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates must (in addition to Articles 68 and 71) fulfil one of the following conditions, viz. :—

(*a.*) They must have resided for one or more years as students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Must be upwards of 22 years of age, and either,

1. Have completed an engagement as pupil-teacher satisfactorily; *or*,
2. Have obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

*Probation.*

73. Candidates for certificates, besides successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

75. Teachers under probation satisfy the conditions which require that schools be kept by certificated teachers.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force (unless recalled under Articles 79, 80) for the next five years; after which interval it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

*Concurrence of Managers and Inspectors.*

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

80. The inspector must annually report whether the teacher's school is efficient in organization, discipline, and instruction.

*Pupil-teachers.*

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely:—

(*a.*) *That the school* is reported by Her Majesty's inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son,

or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms:—

*To be stamped with a stamp of 2s. 6d.*

MEMORANDUM OF AGREEMENT between[1] _____ herein-after called *the managers*, on behalf of the Managers of the _____ School and[2] _____, _____ herein-after called *the surety* the[3] _____ of[4] _____ herein-after called *the pupil-teacher*.

[1] Names, &c. in full of a quorum of the Managers.

[2] Names, &c. in full of father or other surety of the assistant.

[3] Father, or as the case may be.

[4] Name in full of the pupil-teacher.

The said managers for themselves, their executors, administrators, and assigns, agree with the said surety h[5] executors, administrators, and assigns, as follows:

[5] His or her

1. To engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week.

2. This engagement shall begin on the first day of[6] _____ 186__, and shall end on the last day of[7] _____ 18[8]__, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for Queen's Scholarships in December next preceding the last-mentioned date, this engagement may end on the 31st day of the said month of December.

[6] Article 17.

[7] Preceding month.

[8] Five full years, but if this falls beyond the candidate's 19th year (completed), any less number of years, not under two, may be inserted if the parties wish it, and if the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9]

[9] The sum to be inserted must be fixed at the discretion of the

parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

_____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions of a pupil-teacher according to the standard of the preceding year, as prescribed in the Articles of the Code of the said Committee applicable to the case.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or, in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5] _____ own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the con-

tinuance of this engagement in a manner befitting the same.

Signed this ____ day of ____ 18___.

_____

_____

_____

_____

_____ Witness.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy.

82. The Committee of Council is not a party to the engagement, and confines itself to ascertaining, on the admission of the apprentice and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors, and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements; and—

(*b.*) The vacancies have not been occasioned by voluntary causes before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b*).

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table. (*See* opposite page.)

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress, specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

### *Pupil-teachers who have successfully completed their Apprenticeship.*

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may become a Queen's scholar in a normal school (Articles 103–118), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

### *Assistant Teachers.*

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

| 88.] | Health. *Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.* | Certificates of Character and Conduct. In Church of England Schools. | Certificates of Character and Conduct. In Schools not being Church of England Schools. | Reading. | English Grammar. [*After Admission*, Latin Grammar, *as alternative.*] | Writing and Composition. | Arithmetic and Mathematics. | | Geography. | History. | Drawing. *Where suitable Means of Instruction exist.* | Music. *Where suitable Means of Instruction exist.* | Religious Knowledge. In Church of England Schools, the Clergyman assisting in the Examination. | Religious Knowledge. In Schools in Scotland. | Religious Knowledge. In Schools where the Managers are not desirous of coming under the Obligation of giving the Instruction set forth in the Two preceding Columns. | Religious Knowledge. In Schools where the Managers object on Religious Grounds to give any Certificate concerning the Religious State of their Schools. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male Pupil-teachers. | Female Pupil-teachers. | | | | | | | | |
| For Admission. | A *medical* certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher. | A certificate from the clergyman and managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents. | A certificate from the managers that the moral character of the candidates and their families justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents. | To read with fluency, ease, and expression. | To point out the parts of speech in a simple sentence. | To write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose. | To write from dictation sums in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures. | | To have an elementary knowledge of geography. | - - - | 1. If exercises in freehand, linear geometry, linear perspective, and model and object drawing be worked successfully during the apprenticeship, the fact is registered, and the pupil-teacher is credited with a corresponding number of marks in any future examination for a teacher's certificate.<br>2. The exercises may be worked in any order, but not more than one in the same year of apprenticeship.<br>3. Pupil-teachers are admitted to study at any of the drawing schools in connexion with the Department of Science and Art, at half the ordinary fees.<br>4. Pupil-teachers, if attending such drawing schools, are not required to perform an exercise in drawing at the annual examination before the inspector, but have another opportunity of being *examined in connexion with the drawing school itself.*<br>5. Pupil-teachers, if not attending such drawing schools, have an opportunity of performing an *exercise in drawing at the annual examination before the inspector.*<br>6. Pupil-teachers, although not attending such drawing schools, may be *permitted* (by arrangements between the managers of the schools in which they are apprenticed and the master of any such drawing school), *to be annually examined there instead of at the annual examination of pupil-teachers before the inspector.* | - - - | To repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History. | To repeat the Assembly's Shorter Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History. | To produce a certificate from the managers of the school that the religious knowledge of the candidate is satisfactory to them. | No annual certificates are required, but it must have appeared that the school fulfils the conditions of Article 8. |
| End of 1st Year. | Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher. | 1. Certificate of good conduct from the managers.<br>2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.<br>3. Certificate from the clergyman that they have been attentive to their religious duties. | 1. Certificate of good conduct from the managers.<br>2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.<br>3. Certificate from the managers that they have been attentive to their religious duties; but this certificate is not required if the managers on religious grounds object to give it, and if the school fulfils the conditions of Article 8. | Improved articulation and expression in reading. | The noun, verb, and adjective; with their relations in a simple sentence. [*As an alternative exercise, the regular declensions of Latin nouns, and the meaning in English of the Latin prepositions.*] | To write from memory the substance of a passage of simple prose, read to them with ordinary quickness. | Practice and proportion. | Practice and bills of parcels. | The British Isles. [Maps to be drawn in this and the following years.] | - - - | Shapes of notes and rests. Staves. Places of notes on the treble stave. | The Holy Scriptures and Catechism, with illustrations by passages from Holy Writ. | The Holy Scriptures and the Assembly's Shorter Catechism, with illustrations by passages from Holy Writ. | Same as above. | — |
| End of 2d Year. | Same as at end of first year - | Same as above - | Same as above - | Improved articulation and expression in reading. | The pronoun, adverb, and preposition; with their relations in a sentence. [*As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.*] | To write as above, and to be able to repeat 50 consecutive lines of a secular character from some standard English poet (selected by the managers) with just expression and knowledge of meaning. | Vulgar fractions. | Proportion | Europe and ancient Palestine. | - - - | Dotted notes and rests. Time, various kinds of, and signatures of. Diatonic scale. | The Holy Scriptures, Liturgy, and Catechism, more fully than in the preceding year. | The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year. | Same as above. | — |
| End of 3d Year. | Same as at end of first year, but *from medical practitioner.* | Same as above - | Same as above - | Improved articulation and expression in reading. | The conjunction with the analysis of sentences. [*As an alternative exercise, the conjugation of Latin regular verbs (active and passive), and of the verb esse.*] | To write notes of a lesson on a subject selected by the inspector: and to be able to repeat 40 consecutive lines of a secular character from some standard writer of English prose (selected by the managers), with just expression and knowledge of the meaning. | Decimal fractions; and Euclid, Book I., to end of XVth Proposition. | Vulgar fractions. | The colonies. | The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III., may be substituted for the English Sovereigns preceding James I.*] | Intervals. Sharps and flats. Accidental intervals. | More fully in the Holy Scriptures, Liturgy, and Catechism. | More fully in the Holy Scriptures, and the Assembly's Shorter Catechism. | Same as above. | — |
| End of 4th Year. | Same as at end of first year - | Same as above - | Same as above - | Improved articulation and expression in reading. | Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. [*As an alternative exercise, the conjugation of the verbs posse, velle, and the concords.*] | To write an account of the organization of the school, and of the methods of instruction used: and to be able to repeat 100 lines (including the former 50) of the same poet as at the end of the 2d year, with just expression and knowledge of the meaning. | Euclid, Book I., to the end of XXVIth Proposition; Algebra, first four rules; and recapitulation of preceding rules in Arithmetic. | Decimal fractions. | Asia and Africa. | Outlines of British history to the accession of Henry VII. | Places of notes on the bass stave. Major and minor scales. Common characters used in music. | More fully in the Holy Scriptures, Liturgy, and Catechism. | More fully in the Holy Scriptures, and the Assembly's Shorter Catechism. | Same as above. | — |
| End of 5th Year. | Same as at end of first year - | Same as above - | Same as above - | Improved articulation and expression in reading. | Recapitulation of the preceding exercises, and an account of the sources and growth of the English language. [*As an alternative exercise, recapitulation of the preceding exercises in Latin.*] | To write an original composition on some simple subject to be selected by the inspector within the range of this Table, and to be able to repeat (including the former 40) 80 lines of the same prose writer as at the end of the 3d year, with just expression and knowledge of the meaning. | Euclid, Book I.; and recapitulation of the preceding rules in Arithmetic and Algebra. | Recapitulation of the preceding rules. | America and the oceans. | Outlines of British history from the accession of Henry VII. to the present time. | Transposition. Alto and tenor staves. Recapitulation of preceding exercises. | More completely in the Holy Scriptures, Liturgy, and Catechism. | More completely in the Holy Scriptures, and the Assembly's Shorter Catechism. | Same as above. | — |

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

## Part II.—Normal Schools.

### *Section* I.

94. A normal school includes—

(*a.*) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b.*) A practising department, in which they may learn the exercise of their profession.

95. Grants are not made for building, enlarging, improving, or fitting up the premises of normal schools.

96. Annual Grants are made to normal schools under the heads of—

(*a.*) Certificated Assistant Teachers.

(*b.*) Lecturers.

(*c.*) Exhibitions (Queen's Scholarships) for candidates entering by competitive examination, or who belong to certain specified classes.

(*d.*) Allowances according to examinations passed at the end of each of two years of residence in the school (Articles 119–124).

(*e.*) The same grants to the practising department as to any other school fulfilling the conditions of Articles 4, 6, and 8.

97. No grant is made to a normal school unless the Committee of Council is satisfied with the premises, management, and staff.

### *Section* II.—*Grants for Certificated Assistant Teachers.*

98. In normal schools under a principal and vice-principal, or matron and head governess, grants may be made, according to Articles 61–83 of the Code of 1860, to resident assistant teachers on the following conditions.

(*a.*) The assistant teacher must have been placed by examination in the first division of the second year (Articles 121, 123, 129), or must hold a certificate not below the first division of the middle degree under the Code of 1860, or a certificate of the second class under this Code (Article 67, 76.)

(*b.*) The Committee of Council must approve of the branches of instruction committed to the assistant teacher.

(*c.*) The inspector must annually report that he is satisfied—

1. With the general management of the normal school.
2. With the skill of the assistant teacher. This report is verified by reference to the written exercises of the students.

(*d.*) The principal must state that he has been satisfied with the assistant teacher's moral character and attention to duty during the past year.

99. Certificated assistant teachers, appointed according to the last article, are teachers of the students. The practising or model schools attached to normal schools, and the teachers of them, fall under the articles applicable to other elementary schools and teachers.

*Section* III.—*Grants for Lecturers.*

100. A sum of 100*l.* is granted annually to resident lecturers receiving salaries of not less than 150*l.* annually (or 100*l.* with board and lodging), who have proved by examination (before 1862) their attainments in one, or at the most two, of the branches of knowledge enumerated below, and their skill in adapting those attainments to elementary instruction.

1. History.
2. English literature.
3. Geography.
4. Physical science.
5. Applied mathematics.

101. No lecturer receiving a grant may be principal of the normal school, or master of the practising school attached to it.

102. The number of lecturers chargeable to the Parliamentary grant at the same time, in the same college, may not exceed—

1, if the number of students in residence be under 30.
2, ditto ditto 60.
3, under any circumstances.

*Section* IV.—*Grants for Queen's Scholarships.*

103. A competitive examination of candidates for public exhibitions called "Queen's Scholarships" is annually held in December, by one or more of the inspectors at each normal school, during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The examinations are open to all competitors, who are selected and presented by the authorities of each normal school on their own responsibility, subject to no other condition than that the candidates intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, are more than 18 years old, and (if pupil-teachers) have not deserted their service.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not, and are divided into a first and second class, according as they exceed, or fall below, a certain number of marks.

107. From among the candidates declared to be admissible pursuant to Article 106, the authorities of each normal school are at liberty to select Queen's scholars in any proportion that does not allot more than 10 per cent. of the total accommodation in each establishment to Queen's scholars who have not been pupil-teachers.

108. In addition to candidates admitted by competition, the following persons may become Queen's scholars on simple presentation by the authorities of the normal school without examination :

(*a.*) Assistant teachers of three years' standing (Article 91) may become Queen's scholars of the first class.

(*b.*) Resident students in normal schools, not having entered them as Queen's scholars, who are more than 20 years of age, may become Queen's scholars, for the ensuing year, of the first class, if, in the examination at the end of their first year's residence, they are placed in the first or second division ; and Queen's scholars of the second class, if they are placed in the third division (Article 123).

(*c.*) Teachers in charge of elementary schools, and already certificated, but who have not yet resided more than one year in a normal school.

Certificates of the first and second grades, pursuant to Article 142 held for three years in the same Poor Law school, satisfy this article ; the first grade qualifies teachers to become Queen's scholars of the first class, and the second grade to become Queen's scholars of the second class.

109. Before candidates are admitted—

(*a.*) The medical officer of the normal school must certify the state of their health to be satisfactory ; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The grants allowed for Queen's scholars are 23*l.* for males, and 17*l.* for females, per annum.

111. In consideration of these grants, the authorities of the normal schools provide tuition, lodging, board, washing, and medical attendance, for such Queen's scholars as they admit, without further charge.

112. Queen's scholars of the first class (Article 106) are allowed, in addition, the following personal payments in aid of their travelling and private expenses, and of the purchase of books.

| —— | First Year. | Second Year. |
|---|---|---|
| | £ | £ |
| Males - - - | 4 | 6 |
| Females - - - | 3 | 4 |

113. The exhibitions are issued by quarterly, the personal payments by half-yearly instalments. Both depend upon quarterly certificates by the principal, of the Queen's scholar's good conduct, attainments, and skill in the pursuit of his (or her) profession.

114. Queen's scholarships may be extended to a second year's residence in all cases where the authorities of the college apply for such extension, but not beyond a second year.

115. The examinations at the end of the year determine the class of the renewed scholarship. A place in the first or second division (Article 123) secures a Queen's scholarship of the first class for the ensuing year.

116. In normal schools, which, according to the inspector's report, provide a complete course of training for a separate class of infant school teachers, a limited number of Queen's scholarships of the second class are given, upon presentation of candidates by the college authorities—

(*a.*) Without examination, to pupil-teachers who have been apprenticed to, and have successfully completed their apprenticeship under mistresses of infant schools.

(*b.*) Upon examination, to young women more than 18 years of age, and not having been pupil-teachers.

117. Candidates for scholarships under Article 116, who have not completed an apprenticeship as pupil-teachers, must satisfy the inspector that their manners and address are *primâ facie* suitable for dealing with very young children, and must also show that they can—

1. Read an easy narrative with fluency, correct pronunciation, and intelligence.

2. Write simple sentences from dictation correctly.

3. Work easy sums correctly in the four first rules, simple and compound.

The number admitted must not exceed one-tenth part of the total number fixed, with the consent of the Committee of Council, for the infant school class.

118. Ordinary female Queen's scholars (Articles 103–9), and students who pay their own expenses, may, on entrance, with the consent of the college authorities, join the class in training for infant schools, without prejudice to the value of their scholarship.

*Section V.—Grants according to Examinations passed at the end of each of Two Years of Residence in Normal Schools.*

119. An examination of the resident students is held in December at the several normal schools in the week preceding the examination for Queen's scholarships (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented who has not been resident throughout the whole year; and no Queen's scholar who has so resided may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first, or of a second, year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants.

123. The allowances to normal schools in respect to each student examined are determined according to the following scale:—

| At the End of | For Candidate placed by Examination in each Division. | To be allowed to College (*in the Case of Females, Two-thirds of these Sums*). |
|---|---|---|
| | | £ s. d. |
| First year's residence | 1 | 20 0 0 |
| | 2 | 16 0 0 |
| | 3 | 13 0 0 |
| | 4 | 13 0 0 |
| Second year's residence | 1 | 24 0 0 |
| | 2 | 20 0 0 |
| | 3 | 16 0 0 |
| | 4 | 16 0 0 |

124. Allowances under Article 123 are granted in respect of all students who pass the examination, whether Queen's scholars or not. They are not appropriated to individuals like the grants for Queen's scholarships, but become a part of the ordinary school funds in the hands of the managers.

125. At the end of the first year's residence, students who fall into the fourth division are required to take up the first year's subjects again (viz., at the end of the second year), without forfeiture of their scholarships, but in such cases the grants to the normal school, and the certificates at the end of the second year, are respectively at the rate (Article 123) and in the form (Article 130) of the first year,

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

127. A separate examination is held (late in the autumn) of Queen's scholars and other students in training for service in infant schools only (Articles 116–8). The normal school receives a grant of 13*l.* for every such student who is placed in the upper grade (Article 67), and 8*l.* for every such student who is placed in the lower grade.

### *Section* VI.—*Use made of Examinations in Normal Schools for awarding Teachers' Certificates.*

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend these examinations.

Teachers of infants, in order to be able to attend the special examinations mentioned in Article 127, must have been appointed before 29th April 1854, and continuously engaged in the same schools up to the date of examination.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, excepting the fourth division (Article 131) and the qualification for assistant teacherships in normal schools (Article 98, *a*) is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in normal schools receive special certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 123), receive their first certificate in the lower grade of the fourth class (Article 67). Such teachers are not recognized, under Article 81 (*a*), for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination (Article 78), or good service (Articles 76, 77).

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth division for immediate service in charge of small rural schools, but after the holder's 25th year of age (completed) such provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

133. Rural schools, in order to fall under Article 132, must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms, or they must be certified as not needing nor likely to be attended by more than 100 scholars.

134. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

## Chapter III.

### Part I.—Grants for Endowed Schools.

135. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

136. No grants are made to endowed schools in which the endowment yields more than 30 shillings per scholar per annum, according to the average number of scholars in attendance throughout the year (Article 17).

137. Whenever voluntary subscriptions are specified among the conditions of a grant (Article 52, *c*), the proceeds of endowment are excluded from the reckoning.

## Part II.—Schools Inspected for other Departments of the Government.

### *Section* I.

138. The Committee of Council on Education, in addition to the duties defined by Article 2, has been charged with inspection relative to—

(*a.*) Poor Law schools.

(*b.*) Schools under the Lords Commissioners of the Admiralty.

### *Section* II.—*Schools inspected for the Poor Law Board.*

139. The Poor Law Board is advised by the Committee of Council in distributing a sum annually voted by Parliament upon the estimates of the Poor Law Board, in relief of the poor rate from the charge for schoolmasters and schoolmistresses in Poor Law schools.

140. Poor Law schools are periodically visited by inspectors, who report thereon to the Committee of Council. These inspectors are appointed pursuant to Article 12, and are chargeable to the grant for public education.

141. Teachers are specially certificated by the Committee of Council, in four grades, according to their merit, for service in Poor Law schools.

142. The amount to be issued by the Treasury, on an order from the Poor Law Board, to each parochial union, is regulated by the grade of the certificate which the teacher holds from the Committee of Council, and by the number of children in the school, according to the following table:—

| Grades and Divisions of Certificates for Service in Poor Law Schools. | Masters. | | Mistresses. | | Sum to be allowed in respect of each Scholar in addition to the Minimum Allowance. |
|---|---|---|---|---|---|
| | Minimum Allowance from the Grant. | Maximum Allowance from the Grant. | Minimum Allowance from the Grant. | Maximum Allowance from the Grant. | |
| | £ | £ | £ | £ | s. |
| First grade - 1 | 30 | 60 | 24 | 48 | 12 |
| First grade - 2 | 30 | 55 | 24 | 44 | 11 |
| First grade - 3 | 30 | 50 | 24 | 40 | 10 |
| Second grade - 1 | 25 | 45 | 20 | 36 | 7 |
| Second grade - 2 | 25 | 40 | 20 | 32 | 6 |
| Second grade - 3 | 25 | 35 | 20 | 28 | 5 |
| Third grade - 1 | 20 | 30 | 16 | 24 | 4 |
| Third grade - 2 | 20 | 25 | 16 | 20 | 3 |
| Third grade - 3 | 20 | 20 | 16 | 16 | — |
| Fourth grade - - | 15 | 15 | 12 | 12 | — |

143. The Poor Law Board has laid down the following conditions of payment:—

(*a.*) The whole amount issued to each union from the Treasury must be paid by the guardians to the teacher.

(*b.*) If the salary at which the guardians have engaged the teacher exceeds the amount issued from the Treasury, the difference must continue to be paid to the teacher out of the poor rate, until the Poor Law Board has agreed to the engagement of the same or another teacher at a reduced salary.

(*c.*) If the teacher does not reside in the workhouse, and is not provided with rations, the guardians must allow the teacher the sum of 15*l.* a year in lieu thereof out of the poor rate.

(*d.*) The teacher must have convenient and respectably furnished apartments; rations, the same in kind and quality as are supplied to the master of the workhouse; must be subjected to no menial offices; must have proper assistance in the management of the children when not in school.

(*e.*) If the Committee of Council's inspectors report that any Poor Law school is not furnished with the necessary books and school apparatus, the guardians must provide them.

144. Industrial instructors, as well as schoolmasters and schoolmistresses, may be certified by the Committee of Council to the Poor Law Board for repayment of their salaries by the Treasury to the Poor Law Union.

145. If industrial instructors are not boarded and lodged in the workhouse, three-fourths only of the salaries paid by the guardians are repaid by the Treasury to the union.

146. Teachers in Poor Law schools must hold certificates of the first or second grade in order to be qualified for the instruction of pupil-teachers.

147. The guardians (with the consent of the Poor Law Board) appoint the boy or girl intended for a pupil-teacher to be an assistant to the schoolmaster or schoolmistress, according to Article 153 in the Consolidated Orders of the Poor Law Board, and they provide lodging, clothes, and rations for such assistance in return for his or her service.

### *Section* III.—*Schools inspected for the Lords Commissioners of the Admiralty.*

148. The schools in connexion with Greenwich Hospital, for shipwright apprentices in the Royal Dockyards, for the

Royal Marines, and on board ships of the Royal Navy in harbour, are inspected by an inspector, who reports to the Committee of Council for the information of the Lords Commissioners of the Admiralty.

149. This inspector is appointed pursuant to Article 12, and is chargeable to the grant for Public Education in Great Britain.

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150. In January of each year, if the Code be revised, or any material alteration in it be necessary, it shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles.

151. In the event of such revision or material alteration as mentioned in the last foregoing Article, it shall not be lawful to take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

(Signed) GRANVILLE,
Lord President of the Council.

ROBERT LOWE,
Vice-President of the Committee of Council on Education.

Council Office, 9th May 1862.

# TABLES.

# TABLES.

## (No. 1.)

### Expenditure from Education Grants.

(Table A.)—*Classified according to Object of Grant.*

| | For Year ended 31 December 1861. | Compared with Year ended 31 December 1860. | | From 1839 to 31 December 1861. |
|---|---|---|---|---|
| | | Increase. | Decrease. | |
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| In building, enlarging, repairing, and furnishing Elementary Schools | 99,506 15 4 | - - - | 17,596 11 4 | 1,268,260 14 9 |
| In building, enlarging, repairing, and furnishing Normal or Training Colleges | 6,945 0 0 | 5,920 0 0 | - - - | 180,273 6 5 |
| In providing Books, Maps, and Diagrams | 5,767 10 7 | 1,112 6 3 | - - - | 47,096 19 8 |
| In providing Scientific Apparatus | 224 8 8 | 46 13 10 | - - - | 4,794 1 0 |
| In augmenting Salaries of Certificated Schoolmasters and Schoolmistresses | 121,627 7 2 | 23,456 2 1 | - - - | 655,652 17 4 |
| In paying Salaries of Assistant Teachers (*Minute, July* 1852) | 8,701 0 1 | 1,519 8 5 | - - - | 45,898 2 8 |
| In paying Salaries of Probationary Teachers (*Minute, July* 1853) | 8,009 11 8 | 4,422 5 0 | - - - | 12,045 13 4 |
| In paying Stipends of Pupil-teachers, and gratuities for their special instruction | 301,826 10 9 | 44,268 19 9 | - - - | 2,047,089 14 11 |
| In Capitation Grants | 77,239 15 11 | 13,342 8 0 | - - - | 327,367 17 10 |
| In Grants to Night Schools | 2,192 8 9 | 556 13 6 | - - - | 6,744 13 10 |
| In Grants for teaching Drawing | 2,253 5 0 | 763 10 4 | - - - | 4,851 19 8 |
| In Annual Grants to Training Colleges | 101,865 13 1 | 9,536 14 1 | - - - | 614,713 9 10 |
| In Grants to Reformatory and Industrial Schools | 9,311 9 3 | - - - | 436 2 0 | 94,528 11 8 |
| Pensions | 785 3 4 | 146 3 4 | - - - | 4,347 5 0 |
| Inspection | 44,143 2 10 | 978 5 7 | - - - | 444,115 10 1 |
| Administration (*Office in London*) | 19,168 3 0 | 485 14 1 | - - - | 140,899 2 4 |
| Poundage on Post Office Orders | 2,875 7 3 | 480 8 6 | - - - | 17,154 15 6 |
| Agency for Grants of Books, Maps, and Diagrams | 999 3 4 | 35 11 3 | - - - | 8,680 7 9 |
| Payments made from Vote for Education by the Treasury in 1843, 1850, 1853, and 1854, not previously included in the Statements of Expenditure by the Committee of Council | - - - | - - - | - - - | 11,604 9 0 |
| Total | £813,441 16 0 | 107,071 4 0 | 18,032 13 4 | 5,936,119 12 7 |

(TABLE B.)—*Classified according to Denomination of Recipients.*

| | For Year ended 31 December 1861. | Compared with Year ended 31 December 1860. Increase. | Compared with Year ended 31 December 1860. Decrease. | From 1839 to 31 December 1861. |
|---|---|---|---|---|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| On Schools connected with— | | | | |
| CHURCH OF ENGLAND | 495,471 0 8 | 57,827 14 1 | - - - | 3,568,903 16 5 |
| BRITISH AND FOREIGN SCHOOL SOCIETY | 78,358 10 11 | 12,997 8 5 | - - - | 515,515 13 9 |
| On WESLEYAN Schools | 37,775 5 1 | 97 8 6 | - - - | 269,998 3 10 |
| On ROMAN CATHOLIC Schools (England and Wales) | 32,786 19 9 | 3,047 16 2 | - - - | 199,119 0 4 |
| On PAROCHIAL UNION Schools | 1,174 3 4 | 64 5 0 | - - - | 74,312 1 5 |
| SCOTLAND — On Schools connected with— | | | | |
| CHURCH OF SCOTLAND | 53,398 16 0 | 9,022 4 3 | - - - | 353,695 6 4 |
| FREE Church | 38,829 17 4 | 2,179 9 4 | - - - | 283,871 19 8 |
| EPISCOPAL Church | 6,052 18 1 | 1,616 10 7 | - - - | 29,810 5 3 |
| ROMAN CATHOLIC Poor School Committee | 2,408 8 5 | 205 14 11 | - - - | 16,749 6 1 |
| | - - - | - - - | - - - | 189 14 10 |
| Other Schools | 44,143 2 10 | 978 5 7 | - - - | 444,115 10 1 |
| Inspection (as in Table A.) | 19,168 3 0 | 485 14 1 | - - - | 140,899 2 4 |
| Administration do. | 2,875 7 3 | 480 8 6 | - - - | 17,154 15 6 |
| Poundage do. | 999 3 4 | 35 11 3 | - - - | 8,680 7 9 |
| Agency do. | | | - - - | 1,500 0 0 |
| Transferred under head of Scientific Apparatus, to account of Department of Science and Art | - - - | - - - | - - - | |
| Payments made from Vote for Education by the Treasury in 1843, 1850, 1853, and 1854, not previously included in the Statements of Expenditure by the Committee of Council | - - - | - - - | - - - | 11,604 9 0 |
| Total | £813,441 16 0 | 89,038 10 8 | - - - | 5,936,119 12 7 |

*Balance Sheet for Year ended 31 December 1861.*

| DR. | £ s. d. | CR. | £ s. d. |
|---|---|---|---|
| To balance | 311,289 16 6 | By grants to schools | 746,255 19 7 |
| To Parliamentary grant (voted 6 May 1861) | 100,000 0 0 | By expenses of administration and inspection | 67,185 16 5 |
| To Parliamentary grant (voted 25 June 1861) | 60,000 0 0 | By payments prior to 31 Dec. 1860, not previously brought to account | 7,525 6 3 |
| Parliamentary grant (voted 12 July 1861) | 643,794 0 0 | By payments made by the Treasury in 1843, 1850, 1853, and 1854, not previously brought to account | 11,604 9 0 |
| | | By balance (on 31 December 1861) | 282,512 5 3 |
| | £1,115,083 16 6 | | £1,115,083 16 6 |

*Balance Sheet from 1839 to 31 December 1861.*

| DR. | £ s. d. | CR. | £ s. d. |
|---|---|---|---|
| To Parliamentary grants | 6,194,683 0 0 | By grants to schools | 5,313,665 7 11 |
| To balances transferred from Treasury | 22,905 2 0 | By expenses of administration and inspection | 610,849 15 8 |
| To repayment of grants | 1,043 15 10 | By payments made by the Treasury in 1843, 1850, 1853, and 1864, not previously brought to account | 11,604 9 0 |
| | | By balance (on 31 December 1861) | 282,512 5 3 |
| | £6,218,631 17 10 | | £6,218,631 17 10 |

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1860 *inclusive, and for year* 1861.

## FROM 1839 TO 31 DECEMBER 1860.

| Denominations. | Number of School-houses* Built. | | | | | | | Total Amount awarded out of Parliamentary Grants. | Total Amount subscribed by Promoters. | Total Amount expended. | Number of Children for whom New Schools have been built.§ | | | | | Number§ of Children for whom existing Schools have been enlarged.¶ | | | | | Total Number of Children for whom accommodation has been created.§ | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Institutions.† | Number of departments comprised in those institutions.‡ Juvenile. Boys. | Girls. | Mixed. | Infants. | Residences. | Enlarged or improved. | | | | Juvenile. Boys. | Girls. | Mixed. | Infants. | Total. | Juvenile. Boys. | Girls. | Mixed. | Infants. | Total. | Juvenile. Boys. | Girls. | Mixed. | Infants. | Total. |
| | | | | | | | | £ s. d. | £ s. d. | £ s. d. | | | | | | | | | | | | | | | |
| ENGLAND AND WALES. | | | | | | | | | | | | | | | | | | | | | | | | | |
| National or Church of England Schools - | 3236 | 1366 | 1359 | 1476 | 750 | 1999 | 1589 | 919,627 3 9½ | 2,482,502 11 4 | 2,952,129 15 1¼ | 164936 | 157845 | 145795 | 85984 | 554560 | 11643 | 9009 | 6246 | 9235 | 36133 | 176579 | 166854 | 152041 | 95219 | 590693 |
| British and Foreign Schools - | 204 | 133 | 109 | 54 | 49 | 77 | 159 | 74,888 7 9½ | 126,313 17 10½ | 203,202 5 8½ | 20318 | 15643 | 6758 | 6168 | 48887 | 1024 | 823 | 388 | 1395 | 3630 | 21342 | 16466 | 7146 | 7363 | 52317 |
| Wesleyan Schools - - | 102 | 32 | 31 | 35 | 46 | 75 | 32 | 62,282 19 10 | 97,776 8 10 | 160,059 8 8 | 6217 | 4809 | 13822 | 7128 | 31976 | 604 | 360 | 263 | 216 | 1443 | 6821 | 5169 | 14085 | 7344 | 33419 |
| Roman Catholic Schools (in Great Britain) - | 43 | 32 | 31 | 6 | 20 | 22 | 12 | 32,548 11 1 | 64,790 19 0 | 97,339 10 1 | 7165 | 6457 | 753 | 2725 | 17100 | 62 | 118 | - | 85 | 265 | 7227 | 6575 | 753 | 2810 | 17365 |
| SCOTLAND. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Church of Scotland Schools - - - | 172 | 48 | 62 | 97 | 13 | 84 | 37 | 47,009 12 1¼ | 94,107 3 6 | 141,116 15 7½ | 7828 | 8203 | 9610 | 1272 | 26913 | 333 | 339 | 766 | 62 | 1500 | 8161 | 8542 | 10376 | 1334 | 28413 |
| Free Church, and other Schools *not* connected with Church of Scotland | 141 | 44 | 43 | 91 | 11 | 78 | 39 | 29,304 3 3 | 58,888 16 10½ | 88,193 0 1¾ | 5161 | 4655 | 10338 | 606 | 20760 | 475 | 320 | 446 | 150 | 1391 | 5636 | 4975 | 10784 | 756 | 22151 |
| Episcopal Schools - - | 5 | 3 | 4 | 1 | 1 | 3 | 3 | 3,093 1 6 | 5,729 12 7 | 8,822 14 1 | 388 | 588 | 211 | 96 | 1283 | - | 88 | 331 | 36 | 455 | 388 | 676 | 542 | 132 | 1738 |
| Total - - - | 3903 | 1658 | 1639 | 1790 | 890 | 2340 | 1862 | 1,168,753 19 4½ | 2,482,109 10 0½ | 3,650,863 9 5 | 212013 | 198200 | 187287 | 103979 | 701479 | 14141 | 11057 | 8440 | 11179 | 44817 | 226154 | 209257 | 195727 | 115168 | 746296 |

## FROM 1 JANUARY TO 31 DECEMBER 1861.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENGLAND AND WALES. | | | | | | | | | | | | | | | | | | | | | | | | | |
| National or Church of England Schools - | 167 | 64 | 62 | 89 | 53 | 158 | 107 | 78,959 8 3 | 169,899 3 1 | 248,858 11 4 | 10,028 | 8,277 | 10,084 | 5507 | 33,896 | 882 | 1091 | 519 | 654 | 3,146 | 10,910 | 9,368 | 10,603 | 6161 | 37,042 |
| British and Foreign Schools | 5 | 1 | 3 | 2 | 3 | 4 | 11 | 3,467 19 9 | 4,004 1 11 | 7,462 1 8 | 185 | 362 | 362 | 441 | 1,350 | 53 | 67 | 37 | - | 157 | 238 | 429 | 399 | 441 | 1,507 |
| Wesleyan Schools - - | 6 | 1 | 1 | 5 | 4 | 5 | 3 | 4,800 8 0 | 9,159 5 6 | 13,959 13 6 | 292 | 292 | 939 | 624 | 2,147 | - | 54 | 76 | - | 130 | 292 | 346 | 1,015 | 624 | 2,277 |
| Roman Catholic Schools (in Great Britain) - | 10 | 5 | 5 | 4 | 5 | 7 | 1 | 5,035 8 0 | 11,865 4 0 | 16,930 12 0 | 711 | 709 | 408 | 633 | 2,461 | - | - | - | - | - | 711 | 709 | 408 | 633 | 2,461 |
| SCOTLAND. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Church of Scotland Schools - - - | 12 | 4 | 8 | 6 | 1 | 6 | 7 | 4,460 16 4 | 7,547 3 3 | 12,007 19 7 | 496 | 782 | 665 | - | 1,943 | 163 | 114 | 193 | 22 | 492 | 659 | 896 | 858 | 22 | 2,435 |
| Free Church, and other Schools *not* connected with Church of Scotland | 5 | 1 | 2 | 4 | - | 3 | 6 | 1,994 15 0 | 3,615 19 9 | 5,610 14 9 | 148 | 185 | 502 | - | 835 | 122 | - | 81 | 27 | 230 | 270 | 185 | 583 | 27 | 1,065 |
| Episcopal Schools - - | 1 | 1 | 1 | - | - | 2 | - | 758 0 0 | 863 2 0 | 1,621 2 0 | 158 | 158 | - | - | 316 | - | - | - | - | - | 158 | 158 | - | - | 316 |
| Total - - - | 206 | 77 | 82 | 110 | 66 | 185 | 135 | 99,506 15 4 | 207,043 19 6 | 306,550 14 10 | 12,018 | 10,765 | 12,960 | 7205 | 42,948 | 1220 | 1326 | 906 | 703 | 4,155 | 13,238 | 12,091 | 13,866 | 7908 | 47,103 |

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

¶ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

The following Explanatory Table (2 *a*) includes all the Grants *awarded* between 1 January and 31 December 1861, towards the *erection, enlargement*, or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. 2 *a*.)

| Denominations of Schools. | Number of Schools under each Denomination. | Number of Square Feet of Area provided in Schools. | Total Sum awarded. | Paid on same Awards before 31 Dec. 1861. | Not claimed before 31 Dec. 1861. |
|---|---|---|---|---|---|
| | | | £ s. d. | £ s. d. | £ s. d. |
| National or Church of England Schools (*Elementary*) | 255 | 280,671 | 57,348 4 1 | 20,503 5 0 | 36,844 19 1 |
| Ditto (*Normal*) - - | 1 | - - | 2,475 0 0 | - - - | 2,475 0 0 |
| British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - | 26 | 47,427 | 10,785 10 11 | 2,735 5 9 | 8,050 5 2 |
| Ditto (*Normal*) - - | 1 | - - | 5,100 0 0 | 5,100 0 0 | — |
| Roman Catholic Schools - | 5 | 9,749 | 1,625 7 6 | 1,355 10 0 | 269 17 6 |
| Schools in Scotland connected with Church of Scotland - - - - | 22 | 22,418 | 4,981 13 0 | 2,342 9 0 | 2,639 4 0 |
| Schools in Scotland *not* connected with Church of Scotland - - - | 9 | 6,147 | 1,188 12 0 | 457 10 0 | 731 2 0 |
| Total - - | 319 | 366,412 | 83,504 7 6 | 32,493 19 9 | 51,010 7 9 |

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the Grants for building, enlargement, or improvements *paid* in each year, was *awarded* in previous years. *See two following Tables.*

---

The following Explanatory Table (2 *b*) includes all the Building-Grants *paid* between 1 January and 31 December 1861, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. 2 *b*.)

| Denominations of Schools. | Number of Schools under each Denomination. | Sums paid. |
|---|---|---|
| | | £ s. d. |
| National or Church of England Schools (*Elementary*) - - | 274 | 78,959 8 3 |
| Ditto Ditto (*Normal*) - - - | 1 | 1,845 0 0 |
| British, Wesleyan, and other Protestant Schools *not* connected with Church of England (*Elementary*) - - - | 25 | 8,268 7 9 |
| Ditto Ditto (*Normal*) - - - - | 1 | 5,100 0 0 |
| Roman Catholic Schools (in Great Britain) - - - - | 11 | 5,065 8 0 |
| Schools connected with Church of Scotland - - - - | 19 | 4,460 16 4 |
| Schools *not* connected with Church of Scotland - - - | 11 | 1,994 15 0 |
| Episcopal Schools in Scotland - - - - - - | 1 | 758 0 0 |
| Total - - - - | 343 | 106,451 15 4 |

The following Explanatory Table (2 *c*) includes all the Building Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. 2 *c*.)

| Denominations of Schools. | Number of Schools under each Denomination. | Grants for Buildings. |
|---|---|---|
| | | £ s. d. |
| National or Church of England Schools (*Elementary*) - - | 346 | 54,589 8 5 |
| Ditto ditto (*Normal*) - - - | 1 | 2,475 0 0 |
| British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - - | 40 | 12,981 11 8 |
| Roman Catholic Schools - - - - - | 6 | 410 7 6 |
| Schools connected with Church of Scotland - - - - | 29 | 3,627 11 6 |
| Schools *not* connected with Church of Scotland - - - | 12 | 1,220 19 0 |
| Total - - - - - | 434 | 75,304 18 1 |

*** The Parliamentary Estimate for Building Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

## (No. 3.)

SUMMARY of GRANTS paid in aid of purchase of BOOKS, MAPS, DIAGRAMS, and SCIENTIFIC APPARATUS, at reduced prices, in YEAR ENDED 31 DECEMBER 1861.

| Denominations of Schools. | Books, Maps, and Diagrams. | | Scientific Apparatus. | |
|---|---|---|---|---|
| | Number of Schools. | Amount granted. | Number of Schools. | Amount granted. |
| | | £ s. d. | | £ s. d. |
| National or Church of England Schools - | 768 | 3,522 12 0¾ | 3 | 32 2 0 |
| British, Wesleyan, and other Schools *not* connected with Church of England - - | 240 | 1,179 16 1¾ | 4 | 52 9 4 |
| Roman Catholic Schools - - - | 50 | 323 18 7¾ | — | — |
| Schools connected with Church of Scotland - | 107 | 436 19 0¾ | 3 | 120 6 0 |
| Ditto ditto Free Church - - - | 67 | 291 3 5¾ | 2 | 19 11 4 |
| Ditto ditto Episcopal Church - | 7 | 13 1 2¼ | — | — |
| Total - - - - | 1,239 | 5,767 10 7 | 12 | 224 8 8 |

*Note.*—There are 120 schools not included in the above summary (viz., 43 Church of England, 31 Protestant Dissenting, 1 Roman Catholic, 23 Church of Scotland, 10 Free Church, 2 Episcopal Church, 4 Colonial Schools, and 1 Mechanics' Institute), which have obtained, *orders to purchase* Books, Maps, and Diagrams, without the assistance of any Grant. The total value of the works procured through the Committee of Council on Education amounts to 20,029*l.* 14*s.* 11*d.*, which amount is thus made up:—

| | £ s. d. |
|---|---|
| Grants from Parliamentary Vote - - - - | 5,767 10 7 |
| Local Contributions - - - - | 14,262 4 4 |
| Total - | £20,029 14 11 |

## (No. 4.)

TABLE showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; Number of PROBATIONARY TEACHERS appointed under Minute of July 1858; and Number of PUPIL-TEACHERS under apprenticeship;—(*corrected to* 31 *December* 1861).

| — | Certificated Teachers. | | | Assistant Teachers. | | | Probationary Teachers. | | | Pupil-Teachers. | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 1st Year. | | | 2nd Year. | | | 3rd Year. | | | 4th Year. | | | 5th Year. | | | Total. | | |
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| England - | 3,659 | 3,194 | 6,853 | 223 | 103 | 326 | 245 | 130 | 375 | 1,151 | 1,349 | 2,500 | 1,218 | 1,387 | 2,605 | 1,318 | 1,363 | 2,681 | 1,306 | 1449 | 2,755 | 1,239 | 1273 | 2,512 | 6,232 | 6,821 | 13,053 |
| Wales - | 293 | 102 | 395 | 7 | 7 | 14 | 45 | – | 45 | 91 | 70 | 161 | 103 | 43 | 146 | 110 | 56 | 166 | 120 | 66 | 186 | 102 | 57 | 159 | 526 | 292 | 818 |
| Isle of Man, and Channel Islands | 27 | 21 | 48 | 2 | — | 2 | – | – | – | 8 | 13 | 21 | 9 | 9 | 18 | 13 | 6 | 19 | 10 | 11 | 21 | 7 | 7 | 14 | 47 | 46 | 93 |
| Scotland - | 1,015 | 387 | 1,402 | 36 | 3 | 39 | 63 | 8 | 71 | 271 | 139 | 410 | 323 | 147 | 470 | 358 | 133 | 491 | 332 | 178 | 510 | 306 | 126 | 432 | 1,590 | 723 | 2,313 |
| Total - | 4,994 | 3,704 | 8,698 | 268 | 113 | 381 | 353 | 138 | 491 | 1,521 | 1,571 | 3,092 | 1,653 | 1,586 | 3,239 | 1,799 | 1,558 | 3,357 | 1,768 | 1704 | 3,472 | 1,654 | 1463 | 3,117 | 8,395 | 7,882 | 16,277 |

## (No. 5.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, Number of PROBATIONARY TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1861, *classified denominationally*;—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount of Grants, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *from* 1854 *to* 1860 *inclusive*, and *for Year* 1861.

| Schools connected with | Number of Certificated Teachers. | | Number of Assistant Teachers. | | Number of Probationary Teachers. | | Number of Pupil-Teachers. | | Capitation Grants. From 1 Jan. 1854 to 31 Dec. 1860 (seven years). | | | | From 1 January to 31 December 1861. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | Number of Scholars | | | | Number of Scholars | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Number of Schools aided. | Amount of Grants. | On whom grants were allowed.* | In average Attendance. | Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance. | Number of Schools aided. | Amount of Grants. | On whom grants were allowed.* | In average Attendance. | Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance. |
| | | | | | | | | | | £ s. d. | | | | | £ s. d. | | | |
| Church of England, or National Society | 3,211 | 2,669 | 158 | 86 | 265 | 123 | 5,151 | 5,576 | 4,012 | 187,609 13 3 | 732,950 | 1,907,687 | 38·43 | 4,118 | 57,729 7 8 | 231,756 | 549,362 | 42·18 |
| British and Foreign School Society | 403 | 297 | 36 | 8 | 18 | 3 | 891 | 732 | 512 | 34,156 17 5 | 139,891 | 333,919 | 41·89 | 571 | 10,463 4 0 | 44,385 | 99,466 | 44·62 |
| Wesleyan Methodists' Conference | 259 | 132 | 30 | 3 | 5 | – | 534 | 313 | 264 | 16,299 6 0 | 65,133 | 151,697 | 42·93 | 287 | 4,873 1 7 | 20,229 | 46,000 | 43·97 |
| Roman Catholic Poor School Committee (*in England and Wales*) | 106 | 219 | 8 | 13 | 2 | 4 | 181 | 497 | 221 | 12,062 5 3 | 53,627 | 132,881 | 40·35 | 223 | 4,174 2 8 | 19,856 | 44,859 | 44·26 |
| Parochial Unions | – | – | – | – | – | – | 48 | 41 | — | — | — | — | — | — | — | — | — | — |
| Church of Scotland | 596 | 216 | 21 | 2 | 33 | 3 | 885 | 366 | — | — | — | — | — | — | — | — | — | — |
| Free Church of Scotland | 367 | 112 | 13 | – | 27 | 4 | 606 | 216 | — | — | — | — | — | — | — | — | — | — |
| Episcopal Church in Scotland | 44 | 38 | 1 | 1 | 1 | 1 | 76 | 90 | — | — | — | — | — | — | — | — | — | — |
| Roman Catholic Schools in Scotland | 8 | 21 | 1 | – | 2 | – | 23 | 51 | — | — | — | — | — | — | — | — | — | — |
| Total | 4,994 | 3,704 | 268 | 113 | 353 | 138 | 8,395 | 7,882 | 5,009 | 250,128 1 11 | 991,601 | 2,525,584 | 39·26 | 5,199 | 77,239 15 11 | 316,226 | 739,687 | 42·75 |

Capitation grants are allowed on account of those children who have attended school during one hundred and seventy-six days in the year, and who pay school fees of not less than one penny, nor more than fourpence, per week.

## APPOINTMENT OF INSPECTOR OF SCHOOLS.

(Copied from the London Gazette of Tuesday, 15 October 1861.)

*At the Court at Balmoral, the 11th day of October* 1861 ;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on the representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Arthur Thompson Bonner*, M.A., of Lincoln College, in the University of Oxford, to be one of Her Majesty's Assistant Inspectors of Schools.

# Appendix No. 1.

## REPORTS OF HER MAJESTY'S INSPECTORS (WITH SUMMARIES), ON ELEMENTARY SCHOOLS.

(No. 1.)

## General Summary of RESULTS of INSPECTION, for Year ended 31 August 1861.

*** *The results given are not to be taken as* complete *accounts of each Inspector's District, being those of* actual *inspection* only, *between* 1 *September* 1860 *and* 31 *August* 1861.

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

| | DISTRICTS. | Total Number of Schools *actually inspected* between 1 September 1860 and 31 August 1861. | | | | | Number of Children | | | | | | | | | PER-CENTAGE OF CHILDREN ON SCHOOL REGISTERS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Schools, i.e., institutions held in separate buildings, and separately managed. | Number of School-rooms in those institutions in which separate Teachers are employed. | | | | | Present at Examination. | | | In Average Attendance. | | | For whom accommodation is provided, at 8 square feet of superficial area per child. | Number of Certificated Teachers. | Number of Pupil-teachers. | Number of Pro-bationers. | Number of Assistant Teachers. | Aged | | | | | | | | | | | | | Who have been in School | | | | | |
| | | | | | | | | | | | | | | | | | | | | Years | | | | | | | | | | | |
| | | | Boys. | Girls. | Infants. | Mixed. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | | Under four. | Between four and five. | Between five and six. | Between six and seven. | Between seven and eight. | Between eight and nine. | Between nine and ten. | Between ten and eleven. | Between eleven and twelve. | Between twelve and thirteen. | Between thirteen and fourteen. | Over four-teen. | Less than one. | One. | Two. | Three. | Four. | Five, and over. |
| *Church of England Schools.* | In Counties of— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Middlesex | 236 | 183 | 174 | 140 | 27 | 524 | 35,049 | 27,066 | 62,115 | 32,376 | 23,767 | 56,143 | 78,612 | 438 | 1,044 | 7 | 27 | 8·84 | 8·19 | 9·3 | 10·63 | 13·24 | 12·01 | 11·85 | 10·38 | 7·6 | 4·76 | 2·28 | ·92 | 47·95 | 21·59 | 13·73 | 8·52 | 4·75 | 3·46 |
| | Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester | 489 | 148 | 136 | 123 | 262 | 669 | 29,130 | 25,456 | 54,586 | 25,488 | 23,109 | 48,597 | 78,943 | 484 | 875 | 29 | 17 | 8·55 | 8·5 | 10·03 | 12·11 | 13·34 | 11·96 | 10·77 | 9·34 | 6·65 | 4·77 | 2·58 | 1·4 | 49·35 | 20·86 | 15·08 | 10·65 | 7· | 6·06 |
| | York | 487 | 139 | 132 | 108 | 314 | 693 | 40,040 | 32,045 | 72,085 | 36,417 | 27,912 | 64,329 | 100,907 | 551 | 1,165 | 45 | 25 | 6·86 | 7·77 | 9·94 | 11·47 | 11·96 | 12·01 | 11·64 | 10·46 | 8·29 | 6·02 | 2·41 | 1·17 | 45·51 | 21·93 | 13·86 | 9· | 5·09 | 4·61 |
| | Cornwall, Devon, Dorset, and Somerset | 418 | 136 | 115 | 56 | 260 | 567 | 26,362 | 21,436 | 47,798 | 23,462 | 18,515 | 41,977 | 64,067 | 413 | 750 | 34 | 12 | 8·28 | 7·8 | 9·61 | 11·67 | 12·86 | 12·36 | 11·35 | 9·72 | 7·11 | 4·82 | 2·68 | 1·74 | 39·03 | 21·73 | 15·16 | 10·61 | 6·69 | 6·78 |
| | Essex, Norfolk, and Suffolk | 261 | 73 | 64 | 45 | 189 | 362 | 15,815 | 13,850 | 29,665 | 14,355 | 12,073 | 26,428 | 39,784 | 267 | 409 | 26 | 5 | 6·09 | 7·07 | 8·94 | 10·73 | 12·91 | 13·48 | 12·09 | 11·1 | 7·76 | 5·41 | 2·98 | 1·44 | 36·13 | 20·21 | 16·41 | 11·88 | 8·08 | 7·29 |
| | Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland | 342 | 103 | 101 | 67 | 216 | 487 | 24,210 | 21,559 | 45,778 | 20,559 | 17,993 | 38,552 | 61,384 | 399 | 672 | 22 | 11 | 8·74 | 8·71 | 10·2 | 12·18 | 12·93 | 12·23 | 10·95 | 8·93 | 6·52 | 4·66 | 2·45 | 1·47 | 40·89 | 22·82 | 14·87 | 10·07 | 5·1 | 5·25 |
| | Kent, Surrey, Sussex, and Channel Islands | 423 | 216 | 206 | 125 | 169 | 716 | 34,738 | 28,903 | 63,641 | 32,521 | 26,044 | 58,565 | 89,354 | 591 | 1,015 | 13 | 26 | 6·41 | 6·96 | 8·6 | 11·03 | 12·97 | 13·13 | 12·52 | 11·07 | 8·01 | 5·51 | 2·72 | 1·07 | 38·67 | 22·18 | 16·12 | 10·48 | 6·92 | 5·63 |
| | Lancaster, and Isle of Man | 371 | 180 | 166 | 154 | 151 | 651 | 42,227 | 32,508 | 73,735 | 41,725 | 30,598 | 72,323 | 118,234 | 578 | 1,231 | 13 | 46 | 8·31 | 8·97 | 10·13 | 11·47 | 11·95 | 11·05 | 11·46 | 10·29 | 7·85 | 5·76 | 2·04 | ·72 | 46·03 | 22·74 | 14·12 | 8·37 | 5·06 | 3·68 |
| | Chester, Salop, and Stafford | 422 | 194 | 196 | 169 | 193 | 752 | 34,381 | 28,552 | 63,033 | 29,965 | 24,142 | 54,047 | 93,914 | 538 | 872 | 14 | 22 | 8·34 | 9·01 | 10·18 | 12·01 | 13·01 | 11·96 | 11·16 | 9·55 | 6·72 | 4·68 | 2·21 | 1·17 | 40·19 | 21·92 | 15·55 | 9·99 | 6·61 | 5·74 |
| | Bedford, Buckingham, Cambridge, Hertford, and Huntingdon | 210 | 66 | 50 | 35 | 151 | 282 | 11,721 | 10,293 | 21,924 | 10,689 | 9,109 | 19,718 | 32,384 | 222 | 304 | 14 | 6 | 8·27 | 8· | 9·61 | 11·12 | 12·38 | 12·46 | 11·33 | 9·84 | 7·08 | 5·01 | 3·04 | 1·86 | 37·26 | 21·25 | 15·84 | 10·72 | 7·13 | 7·8 |
| | Berks, Hants, and Wilts | 220 | 91 | 89 | 71 | 207 | 458 | 20,167 | 17,433 | 37,600 | 17,103 | 13,269 | 30,372 | 51,019 | 335 | 624 | 29 | 6 | 8·07 | 8·08 | 10· | 11·65 | 12·31 | 11·8 | 11·37 | 9·96 | 7·4 | 5·26 | 2·7 | 1·4 | 33·16 | 20·57 | 16·18 | 12·37 | 8·34 | 9·38 |
| | Cumberland, Durham, Northumberland, and Westmoreland | 215 | 67 | 57 | 20 | 133 | 277 | 15,160 | 10,716 | 25,876 | 13,565 | 9,510 | 23,075 | 38,102 | 284 | 390 | 29 | 5 | 2·61 | 5·23 | 9·12 | 11·77 | 12·99 | 12·68 | 12·83 | 11·1 | 8·72 | 6·48 | 3·83 | 2·64 | 44·45 | 23·42 | 14·72 | 8·7 | 4·74 | 3·97 |
| | Wales | 245 | 59 | 56 | 31 | 182 | 328 | 15,292 | 12,047 | 27,339 | 14,082 | 11,011 | 25,093 | 39,418 | 237 | 455 | 22 | 6 | 3·49 | 5·61 | 8·28 | 10·73 | 12·01 | 12·53 | 12·06 | 11·25 | 9·04 | 7· | 4·42 | 3·58 | 35·61 | 21·86 | 17·63 | 11·54 | 7·17 | 6·19 |
| *British, Wesleyan, and other Schools not connected with Church of England.* | Cornwall, Lancaster; *and part of* Chester, Cumberland, Caernarvon, Denbigh, and Flint | 141 | 37 | 40 | 41 | 96 | 214 | 18,989 | 13,137 | 32,126 | 17,553 | 11,505 | 29,058 | 42,754 | 202 | 515 | 5 | 23 | 5·2 | 7·14 | 9·01 | 10·38 | 11·95 | 11·26 | 12·36 | 11·96 | 9·67 | 7·19 | 2·66 | 1·22 | 46·12 | 22·22 | 13·7 | 8·46 | 5·18 | 4·32 |
| | Oxford, Sussex; *and part of* Berks, Buckingham, Essex, Hertford, Kent, and Middlesex | 91 | 47 | 49 | 21 | 20 | 137 | 11,892 | 8,095 | 19,987 | 10,297 | 7,460 | 17,757 | 24,786 | 134 | 323 | 1 | 3 | 5·37 | 6·25 | 8·26 | 10·86 | 12·6 | 12·33 | 12·59 | 11·4 | 8·94 | 6·44 | 3·56 | 1·6 | 42·86 | 20·96 | 15·04 | 9·71 | 5·96 | 5·47 |
| | Gloucester, Hereford, Monmouth, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke; *and part of* Somerset | 120 | 45 | 36 | 24 | 70 | 175 | 12,167 | 9,851 | 22,318 | 11,329 | 8,511 | 19,840 | 28,484 | 148 | 393 | 14 | 17 | 6·26 | 7·9 | 9·88 | 11·57 | 12·13 | 11·64 | 11·58 | 9·85 | 7·45 | 5·52 | 3·58 | 2·64 | 41·37 | 23·89 | 14·38 | 9·7 | 6·06 | 4·6 |
| | Devon, Dorset, Hants, Surrey, Wilts; *and part of* Berks, Buckingham, Cumberland, and Somerset | 115 | 47 | 33 | 18 | 55 | 153 | 11,168 | 7,129 | 18,297 | 10,589 | 6,588 | 17,177 | 26,005 | 134 | 336 | 3 | 11 | 6·3 | 5·73 | 7·49 | 10·21 | 12·04 | 12·18 | 12·51 | 11·65 | 9·06 | 6·83 | 3·8 | 2·2 | 44·35 | 21·69 | 14·48 | 9·05 | 5·35 | 5·08 |
| | Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; *and part of* Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex | 145 | 46 | 39 | 31 | 85 | 201 | 13,749 | 8,710 | 22,459 | 12,987 | 7,716 | 20,703 | 34,166 | 183 | 390 | 4 | 11 | 5·45 | 6·81 | 8·9 | 11·25 | 12·33 | 12·09 | 12·16 | 10·8 | 8·45 | 6·36 | 3·46 | 1·94 | 39·47 | 22·41 | 14·48 | 10·47 | 6·89 | 6·28 |
| | Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; *and part of* Chester, Derby, Caernarvon, Denbigh, and Flint | 118 | 30 | 22 | 24 | 85 | 161 | 11,127 | 7,323 | 18,450 | 10,407 | 6,563 | 16,970 | 29,333 | 145 | 337 | 5 | 6 | 4·7 | 6·86 | 8·65 | 10·71 | 12· | 11·5 | 12·42 | 10·44 | 8·54 | 7·01 | 4·2 | 2·97 | 45·88 | 20·48 | 13·37 | 8·86 | 5·79 | 5·62 |
| | Durham, Northumberland, and York | 156 | 29 | 25 | 40 | 118 | 212 | 15,473 | 9,844 | 25,317 | 14,629 | 9,187 | 23,816 | 38,165 | 197 | 466 | 5 | 9 | 5·04 | 7·42 | 9·16 | 10·78 | 11·61 | 11·87 | 12· | 11·03 | 9·03 | 6·97 | 3·36 | 1·73 | 42·62 | 23·51 | 14·63 | 9·43 | 4·96 | 4·85 |
| *Roman Catholic Schools.* | Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery | 117 | 48 | 65 | 57 | 42 | 212 | 11,227 | 14,429 | 25,656 | 9,983 | 12,772 | 22,755 | 35,982 | 168 | 345 | 5 | 17 | 10·09 | 11·1 | 11·92 | 11·7 | 12·21 | 10·25 | 10·68 | 8·78 | 6·61 | 3·83 | 1·68 | 1·15 | 41·54 | 20·67 | 15·7 | 10·37 | 6·54 | 5·18 |
| | Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke, Radnor; *and part of* Warwick | 77 | 39 | 42 | 33 | 20 | 134 | 5,839 | 7,541 | 13,380 | 5,687 | 6,749 | 12,436 | 18,369 | 100 | 228 | 1 | — | 9·51 | 9·81 | 10·92 | 11·61 | 13·91 | 11·16 | 10·29 | 9·03 | 6·29 | 4·27 | 1·95 | 1·25 | 38·94 | 23·25 | 16·99 | 10·98 | 5·5 | 4·34 |
| | Durham, Northumberland, York, Scotland; *and part of* Warwick | 64 | 28 | 32 | 22 | 27 | 109 | 5,877 | 6,327 | 12,204 | 5,533 | 6,180 | 11,713 | 17,653 | 80 | 194 | 1 | 3 | 8·19 | 10· | 11·47 | 12·9 | 13·63 | 12·15 | 10·6 | 9·24 | 5·46 | 3·4 | 1·79 | 1·17 | 43·28 | 20·97 | 16·99 | 9·7 | 5·73 | 3·33 |
| *Schools connected with Church of Scotland.* | Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; *and part of* Inverness, Perth, and Ross and Cromarty | 310 | 19 | 53 | 20 | 238 | 330 | 16,410 | 14,439 | 30,849 | 16,708 | 14,630 | 31,338 | 38,219 | 303 | 445 | 14 | 4 | 1·58 | 4·93 | 8·83 | 12·12 | 12·58 | 12·36 | 11·9 | 11·45 | 9·41 | 7·15 | 4·36 | 3·33 | 32·36 | 21·35 | 17·24 | 12·44 | 8·56 | 8·05 |
| | Ayr, Dumfries, Kirkcudbright, Lanark, Renfrew, and Wigtown | 219 | 15 | 35 | 7 | 181 | 238 | 16,817 | 13,712 | 30,529 | 17,038 | 13,435 | 30,473 | 36,287 | 257 | 452 | 13 | 13 | ·39 | 2·31 | 6·94 | 12·49 | 13·91 | 14·03 | 13·74 | 12·62 | 9·16 | 6·83 | 4·16 | 3·42 | 36·83 | 21·81 | 16·31 | 11·84 | 7·53 | 5·68 |
| | Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney and Shetland, Sutherland; *and part of* Inverness, Perth, and Ross and Cromarty | 212 | 16 | 41 | 4 | 157 | 218 | 9,891 | 6,986 | 16,877 | 10,302 | 7,163 | 17,465 | 23,037 | 204 | 251 | 3 | 2 | 1·63 | 4·75 | 7·82 | 9·77 | 11·39 | 12·2 | 11·91 | 10·98 | 8·32 | 7·59 | 5·37 | 8·27 | 30·14 | 21·25 | 18·4 | 13·37 | 8·58 | 8·26 |
| | Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

(*continued.*)

| | In Counties of— | | |

(No. 1*a*.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to 1861, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

| Year. | Per-centage of Scholars who have attended same School | | | | | |
|---|---|---|---|---|---|---|
| | Less than One Year. | One Year, but less than Two Years. | Two Years, but less than Three Years. | Three Years, but less than Four Years. | Four Years, but less than Five Years. | Five Years and over. |
| 1853 | 47·82 | 21· | 13·01 | 8·48 | 4·82 | 4·87 |
| 1854 | 42· | 28·18 | 12·84 | 8· | 4·75 | 4·23 |
| 1855 | 37·02 | 28·82 | 14·51 | 9·47 | 5·69 | 4·49 |
| 1856 | 42·02 | 22·65 | 15·14 | 9·72 | 5·78 | 4·69 |
| 1857 | 41·26 | 23·61 | 14·97 | 9·74 | 5·5 | 4·92 |
| 1858 | 38·81 | 22·66 | 16·29 | 10·48 | 6·54 | 5·22 |
| 1859 | 37·81 | 22·57 | 16·81 | 10·89 | 6·46 | 5·46 |
| 1860 | 35·98 | 21·92 | 16·97 | 11·55 | 7·11 | 6·47 |
| 1861 | 36·79 | 23·19 | 16·21 | 11·4 | 6·97 | 5·44 |
| Mean per-centage | 39·95 | 23·84 | 15·19 | 9·97 | 5·96 | 5·09 |

(No. 1*b*.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

| Year. | Per-centage of Scholars aged | | | | | | | | | | | | Total Per-centage under Ten Years of Age. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Under Four. | Between Four and Five. | Between Five and Six. | Between Six and Seven. | Between Seven and Eight. | Between Eight and Nine. | Between Nine and Ten. | Between Ten and Eleven. | Between Eleven and Twelve. | Between Twelve and Thirteen. | Between Thirteen and Fourteen. | Over Fourteen. | |
| 1850* | - | - | - | - | - | 14·13 | 13·62 | 12·54 | 10· | 6·84 | 4·24 | 3·55 | 62·83 |
| 1851* | - | - | - | - | - | 14·94 | 14·09 | 12·73 | 9·36 | 7·19 | 4·12 | 3·35 | 63·25 |
| 1852* | - | - | - | - | - | 14·73 | 13·98 | 12·56 | 10·31 | 7·85 | 4·61 | 3·96 | 60·71 |
| 1853* | - | - | - | - | 14·19 | 14·65 | 13·72 | 11·81 | 9·02 | 6·24 | 3·44 | 1·86 | 67·63 |
| 1854* | - | - | - | - | 13·67 | 13·84 | 13·62 | 11·34 | 8·72 | 5·86 | 3·28 | 2·04 | 68·76 |
| 1855 | 2·98 | 4·59 | 7·18 | 10·75 | 13·26 | 14·15 | 13·65 | 12·03 | 8·99 | 6·44 | 3·64 | 2·34 | 66·56 |
| 1856 | 6·08 | 7·15 | 9·33 | 11·4 | 12·76 | 11·94 | 11·74 | 10·47 | 7·93 | 5·77 | 3·29 | 2·14 | 70·4 |
| 1857 | 6·58 | 7·89 | 10·05 | 12·21 | 12·4 | 11·94 | 11·03 | 9·91 | 7·7 | 5·26 | 3·04 | 1·99 | 72·1 |
| 1858 | 5·45 | 7·22 | 9·3 | 11·84 | 12·7 | 12·26 | 11·56 | 10·2 | 7·98 | 5·8 | 3·4 | 2·29 | 70·33 |
| 1859 | 5·07 | 7·1 | 9·7 | 12·04 | 12·48 | 12·22 | 11·81 | 10·16 | 7·82 | 5·88 | 3·33 | 2·39 | 70·42 |
| 1860 | 5·36 | 7·26 | 9·75 | 11·6 | 12·48 | 12·26 | 11·91 | 10·05 | 7·99 | 5·7 | 3·29 | 2·35 | 70·62 |
| 1861 | 5·09 | 7·43 | 9·94 | 11·97 | 12·75 | 12·08 | 11·55 | 10·45 | 7·7 | 5·81 | 2·95 | 2·28 | 70·81 |
| Mean per-cent. | 41·93 | | | | | 13·26 | 12·69 | 11·19 | 8·62 | 6·22 | 3·55 | 2·54 | 67·86† |

* The returns for these years *do not* distinguish the ages of children under eight years.

† The increasing per-centage is partly, perhaps principally, accounted for by the *greater number of infant schools* which have been established under inspection. Children are now sent to school at an earlier age than that at which they were sent in former times; and this raises the general per-centage of children under ten years of age, although *the average age up to which attendance is continued* may remain the same as before.

## RESULTS OF INSPECTION—*continued.*

AGGREGATE ANNUAL INCOME and EXPENDITURE (*as returned by Managers*) of an ascertained Number of SCHOOLS enumerated in foregoing Table No. I.,* *exclusive* of aid from Parliamentary Grants.

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

| | DISTRICTS. | INCOME. From Endowment. | INCOME. From Voluntary Contributions. | INCOME. From School Pence. | INCOME. From other Sources. | INCOME. Total. | Average Income† per Scholar in Attendance. | EXPENDITURE. Salaries. | EXPENDITURE. Books and Apparatus. | EXPENDITURE. Miscellaneous. | EXPENDITURE. Total. | Average Expenditure per Scholar in Attendance. | Number of Schools to which this Table refers. | Number of Children in average Attendance in those Schools. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | IN COUNTIES OF— | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | | |
| *Church of England* Schools. | Middlesex | 3,341 15 11 | 27,805 16 2 | 20,814 5 11 | 9,007 13 10 | 60,969 11 10 | 1 2 9½ | 34,504 2 1 | 5,023 3 9 | 24,690 13 5 | 64,217 19 3 | 1 4 0¼ | 222 | 53,489 |
| | Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester | 4,148 0 8 | 18,672 0 3 | 14,909 4 0 | 6,268 14 10 | 43,997 19 9 | 0 18 8¼ | 34,181 10 7 | 3,383 1 1 | 11,678 10 1 | 49,243 1 9 | 1 0 10½ | 411 | 47,085 |
| | York | 2,250 10 4 | 15,179 2 8 | 25,568 19 9 | 6,123 10 3 | 49,122 3 0 | 0 15 10¾ | 40,245 6 0 | 3,485 1 0 | 11,620 5 0 | 55,350 12 0 | 0 17 11 | 455 | 61,757 |
| | Cornwall, Devon, Dorset, and Somerset | 2,163 15 0 | 15,688 10 2 | 10,989 13 6 | 5,079 12 11 | 33,921 11 7 | 0 17 1½ | 27,546 16 0 | 2,694 10 0 | 8,342 10 0 | 38,583 16 0 | 0 19 9¾ | 402 | 39,579 |
| | Essex, Norfolk, and Suffolk | 2,558 5 3 | 9,032 6 9 | 7,474 14 5 | 2,362 6 6 | 21,427 12 11 | 0 17 1 | 17,712 2 8 | 1,536 2 5 | 5,333 1 8 | 24,581 6 9 | 0 19 7¼ | 243 | 25,081 |
| | Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland | 2,731 10 10 | 13,297 9 1 | 13,537 5 0 | 3,528 18 1 | 33,095 3 0 | 0 17 5½ | 27,687 11 11 | 2,576 13 7 | 7,594 19 5 | 37,859 4 11 | 0 19 11½ | 324 | 37,923 |
| | Kent, Surrey, Sussex, and Channel Islands | 5,908 2 8 | 29,766 0 1 | 19,401 19 1 | 9,173 13 6 | 64,254 15 4 | 1 2 2½ | 42,466 8 1 | 4,725 1 6 | 21,180 13 0 | 68,372 2 7 | 1 3 7¼ | 418 | 57,845 |
| | Lancaster and Isle of Man | 1,642 4 1 | 17,674 6 10 | 29,929 7 7 | 5,443 3 6 | 54,689 2 0 | 0 15 3¼ | 41,238 14 0 | 4,529 17 9 | 15,540 3 4 | 61,308 15 1 | 0 17 1¼ | 363 | 74,591 |
| | Chester, Salop, and Stafford | 2,705 11 2 | 18,198 17 11 | 20,753 5 8 | 5,355 9 3 | 47,018 4 0 | 0 18 3¼ | 37,703 18 2 | 3,668 3 1 | 11,686 14 6 | 53 058 15 9 | 1 0 7¼ | 397 | 51,467 |
| | Bedford, Buckingham, Cambridge, Hertford, and Huntingdon | 2,738 7 2 | 8,425 12 2 | 5,461 4 1 | 1,654 11 4 | 18,279 14 9 | 0 19 6½ | 14,689 4 1 | 1,546 7 5 | 4,928 19 5 | 21,164 10 11 | 1 2 7½ | 194 | 18,704 |
| | Berks, Hants, and Wilts | 1,614 18 2 | 14,124 6 6 | 9,292 15 11 | 3,389 18 5 | 28,412 19 0 | 0 18 1¼ | 22,994 0 7 | 2,321 14 5 | 7,618 4 2 | 32,933 19 2 | 1 0 11⅜ | 305 | 31,388 |
| | Cumberland, Durham, Northumberland, and Westmoreland | 2,063 9 0 | 7,770 14 6 | 9,163 18 0 | 1,958 14 9 | 20,956 16 3 | 0 18 7½ | 17,363 12 11 | 1,413 18 8 | 4,207 2 1 | 22,984 13 8 | 1 0 5 | 206 | 22,504 |
| | Wales | 1,495 9 7 | 7,860 14 5 | 6,834 5 5 | 2,862 5 4 | 19,052 14 9 | 0 16 3¾ | 16,754 13 4 | 1,373 19 0 | 4,001 6 9 | 22,129 19 1 | 0 18 10¾ | 232 | 23,415 |
| *British, Wesleyan,* and other Schools *not* connected with Church of England. | Cornwall, Lancaster; *and part of* Chester, Cumberland, Caernarvon, Denbigh, and Flint | 261 11 2 | 6,253 0 0 | 14,905 12 3 | 1,787 19 5 | 23,208 2 10 | 0 16 1¾ | 18,047 11 4 | 1,685 12 11 | 6,907 16 3 | 26,641 0 6 | 0 18 6½ | 138 | 28,755 |
| | Oxford, Sussex; *and part of* Berks, Buckingham, Essex, Hertford, Kent, and Middlesex | 269 0 0 | 6,000 3 0 | 8,575 2 2 | 5,453 4 7 | 20,297 9 9 | 1 3 3 | 12,755 12 2 | 1,320 0 11 | 6,498 5 3 | 20,573 18 4 | 1 3 6¾ | 86 | 17,466 |
| | Gloucester, Hereford, Monmouth, Worcester Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke; *and part of* Somerset | 385 9 9 | 4,719 6 11 | 7,904 19 11 | 1,339 15 3 | 14,349 11 10 | 0 14 6¾ | 11,934 6 7 | 1,527 0 10 | 4,055 6 8 | 17,576 14 1 | 0 17 10 | 118 | 19,710 |
| | Devon, Dorset, Hants, Surrey, Wilts; *and part of* Berks, Buckingham, Cumberland, and Somerset | 323 0 7 | 4,685 15 4 | 6,827 15 3 | 1,153 6 0 | 12,989 17 2 | 0 16 1 | 10,380 12 10 | 1,165 5 9 | 3,005 13 4 | 14,551 11 11 | 0 18 0¼ | 109 | 16,151 |
| | Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; *and part of* Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex | 437 10 0 | 5,531 9 6 | 9,663 18 3 | 1,967 19 10 | 17,600 17 7 | 0 17 4¾ | 14,720 13 8 | 1,291 7 2 | 4,024 0 9 | 20,036 1 7 | 0 19 9½ | 143 | 20,245 |
| | Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; *and part of* Chester, Derby, Caernarvon, Denbigh, and Flint | 59 15 0 | 3,553 16 2 | 8,139 14 5 | 1,163 15 0 | 12,917 0 7 | 0 15 9½ | 10,990 4 9 | 1,162 12 5 | 3,503 2 8 | 15,655 19 10 | 0 19 1½ | 114 | 16,360 |
| | Durham, Northumberland, and York | 112 9 9 | 5,261 10 4 | 12,463 9 0 | 844 10 1 | 18,681 19 2 | 0 15 10¼ | 15,177 16 0 | 1,547 0 9 | 5,293 4 8 | 22,018 1 5 | 0 18 8¼ | 153 | 23,563 |
| *Roman Catholic* Schools. | Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery | 360 19 4 | 4,078 11 10 | 5,051 19 1 | 1,066 17 6 | 10,558 7 9 | 0 9 11½ | 8,931 11 0 | 1,112 11 2 | 3,410 11 1 | 13,454 13 3 | 0 12 8¼ | 106 | 21,208 |
| | Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke, Radnor; *and part of* Warwick | 362 0 3 | 4,610 3 5 | 1,934 2 4 | 942 3 4 | 7,848 9 4 | 0 13 6 | 5,895 0 0 | 664 3 5 | 3,585 14 0 | 10,144 17 5 | 0 17 5½ | 71 | 11,625 |
| | Durham, Northumberland, York, Scotland; *and part of* Warwick | 150 3 5 | 2,105 11 2 | 2,128 8 5 | 730 19 11 | 5,115 2 11 | 0 9 2¼ | 4,274 2 5 | 449 19 4 | 1,615 15 6 | 6,339 17 3 | 0 11 4¾ | 61 | 11,131 |
| Schools connected with *Church of Scotland.* | Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; *and part of* Inverness, Perth, and Ross and Cromarty | 5,220 9 0 | 6,692 14 2 | 12,156 0 0 | 1,172 18 10 | 25,242 2 0 | 0 16 4 | 22,665 9 10 | 381 12 7 | 2,902 0 1 | 27,949 2 6 | 0 16 9½ | 363 | 34,883 |
| | Ayr, Dumfries, Kirkcudbright, Lanark, Renfrew, and Wigtown | 2,240 0 5 | 7,787 4 11 | 13,328 9 10 | 1,509 13 1 | 24,865 8 3 | 0 17 8¼ | 20,023 10 8 | 619 19 2 | 4,572 14 8 | 25,215 15 6 | 0 17 11¼ | 201 | 28,084 |
| | Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney and Shetland; *and part of* Inverness, Perth, and Ross and Cromarty | 4,593 19 7 | 4,313 0 6 | 6,379 1 10 | 2,016 16 0 | 17,302 17 11 | 1 1 8¾ | 14,073 8 5 | 445 0 7 | 3,065 11 4 | 17,584 0 4 | 1 2 0¾ | 200 | 15,967 |
| *Free Church* Schools. | Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Sutherland; *and part of* Inverness, and Western Isles | 415 4 0 | 6,259 11 8 | 13,076 7 8 | 1,863 2 2 | 21,614 5 6 | 0 14 10¼ | 18,730 0 3 | 401 5 11 | 2,877 6 11 | 22,008 13 1 | 0 15 1½ | 263 | 29,110 |
| | Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; *and part of* Inverness, and Western Isles | 204 5 0 | 3,359 7 10 | 7,410 18 7 | 1,589 3 5 | 12,563 14 10 | 0 16 4 | 11,221 15 2 | 282 15 3 | 1,535 11 3 | 13,040 1 8 | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL - - - £ | 50,890 19 3 | 281,531 18 10 | 326,110 5 4 | 87,593 15 2 | 746,126 18 7 | 0 17 5½ | 579,152 12 9 | 52,663 16 0 | 196,881 18 7 | 828,698 7 4 | 0 19 4½ | 6,457 | 855,077 |

(*continued.*)

| | In Counties of— | SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Church of England* Schools. | Middlesex - - - - - - - - - - | — | — | — | — | — | — | — | — | — | — | — | — |
| | Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester - - | 132 0 0 | 585 1 2 | 389 15 11 | 158 7 8 | 1,265 4 9 | 0 16 8½ | 1,090 8 2 | 36 11 5 | 228 10 0 | 1,355 9 7 | 0 17 11½ | 28 | 1,511 |
| | York - - - - - - - - - - | 356 12 0 | 701 5 6 | 876 19 6 | 257 12 3 | 2,192 9 3 | 1 0 1½ | 1,727 6 2 | 60 7 11 | 395 19 8 | 2,183 13 9 | 1 0 0¾ | 38 | 2,181 |
| | Cornwall, Devon, Dorset, and Somerset - - - - - - | 144 5 2 | 543 1 4 | 261 7 4 | 73 8 0 | 1,022 1 10 | 1 0 11½ | 847 2 3 | 55 19 8 | 185 2 5 | 1,088 4 4 | 1 2 3¾ | 20 | 975 |
| | Essex, Norfolk, and Suffolk - - - - - - - - | 41 6 5 | 654 16 8 | 315 15 5 | 100 6 6 | 1,112 5 0 | 0 16 8 | 944 7 1 | 58 9 6 | 283 9 4 | 1,286 5 11 | 0 19 3 | 21 | 1,335 |
| | Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland - - | 33 8 11 | 432 12 7 | 342 19 1 | 68 4 1 | 897 4 8 | 1 0 1½ | 744 4 6 | 22 0 8 | 111 6 10 | 857 12 0 | 0 19 8 | 17 | 892 |
| | Kent, Surrey, Sussex, and Channel Islands - - - - - - | 10 7 2 | 552 8 1 | 148 5 4 | 98 8 0 | 809 8 7 | 0 19 8¾ | 500 18 2 | 32 9 7 | 264 13 3 | 798 1 0 | 0 19 5¼ | 9 | 821 |
| | Lancaster and Isle of Man - - - - - - - - | 50 3 3 | 156 17 3 | 232 10 11 | 56 13 8 | 496 5 1 | 0 19 7½ | 426 2 11 | 25 2 2 | 69 7 2 | 520 11 8 | 1 0 7 | 7 | 566 |
| | Chester, Salop, and Stafford - - - - - - - - | 187 4 2 | 1,294 5 8 | 954 2 9 | 595 19 9 | 3,031 12 4 | 1 1 6 | 2,316 19 8 | 121 13 1 | 599 17 8 | [illegible] | 1 1 6½ | 51 | 2,824 |
| | Bedford, Buckingham, Cambridge, Hertford, and Huntingdon - - - | 392 12 9 | 786 15 0 | 554 10 11 | 264 18 8 | 1,998 17 4 | 1 0 4½ | 1,684 19 4 | 72 4 11 | 377 14 8 | 2,134 18 11 | 1 1 9½ | 45 | 1,959 |
| | Berks, Hants, and Wilts - - - - - - - - | 47 15 0 | 97 13 8 | 21 12 4 | 19 10 10 | 186 11 10 | 1 1 2½ | 146 13 0 | 8 1 7 | 32 0 9 | 186 15 4 | 1 1 2¾ | 4 | 176 |
| | Cumberland, Durham, Northumberland, and Westmoreland - - - | 135 17 1 | 179 16 11 | 281 5 1 | 22 11 3 | 619 10 4 | 0 16 8 | 501 0 4 | 1 5 0 | 112 1 9 | 614 7 1 | 0 16 6½ | 8 | 743 |
| | Wales - - - - - - - - - - | 168 17 7 | 310 17 9 | 207 3 4 | 261 19 6 | 948 18 2 | 1 2 3 | 701 6 0 | 39 2 4 | 220 6 9 | 960 15 1 | 1 2 7 | 18 | 851 |
| *British, Wesleyan, and other Schools not connected with Church of England.* | Cornwall, Lancaster; *and part of* Chester, Cumberland, Caernarvon, Denbigh, and Flint - - - - - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Oxford, Sussex; *and part of* Berks, Buckingham, Essex, Hertford, Kent, and Middlesex - - - - - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Gloucester, Hereford, Monmouth, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke, *and part of* Somerset - - - - - | 5 0 0 | 65 10 0 | 14 0 5 | 25 19 4 | 110 9 9 | 0 18 5 | 92 10 0 | - - - | 14 17 0 | 107 7 0 | 0 17 10¾ | 2 | 120 |
| | Devon, Dorset, Hants, Surrey, Wilts; *and part of* Berks, Buckingham, Cumberland, and Somerset - - - - - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; *and part of* Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex - - - - - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; *and part of* Chester, Derby, Caernarvon, Denbigh, and Flint - - - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Durham, Northumberland, and York - - - - - - | - - - | 157 4 9 | 426 7 11 | 18 16 4 | 602 9 0 | 0 17 11 | 502 4 9 | 30 18 6 | 66 2 0 | 599 5 3 | 0 17 10 | 9 | 672 |
| *Roman Catholic Schools.* | Chester, Cumberland, Derby, Lancaster, Isle of Man Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery - - - - - - - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke, Radnor; *and part of* Warwick - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Durham, Northumberland, York, Scotland; *and part of* Warwick, - - - | - - - | 25 0 0 | 10 0 0 | - - - | 35 0 0 | 0 6 1 | 35 0 0 | 12 0 0 | 19 0 0 | 66 0 0 | 0 11 5¾ | 1 | 115 |
| *Schools connected with Church of Scotland.* | Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; *and part of* Inverness, Perth, and Ross and Cromarty - - - - - | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Ayr, Dumfries, Kirkcudbright, Lanark, Renfrew, and Wigtown - - - | 1,966 11 11 | 984 4 2 | 1,835 4 9 | 209 0 9 | 4,995 0 10 | 1 3 5½ | 3,826 2 9 | 42 5 11 | 706 8 1 | 4,575 3 9 | 1 1 5¾ | 42 | 4,258 |
| | Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney, and Shetland; *and part of* Inverness, Perth, and Ross and Cromarty - - | 68 11 6 | 39 2 10 | 105 7 7 | 65 11 2 | 278 13 1 | 0 18 8¼ | 340 4 11 | 17 9 0 | 9 7 0 | 367 0 11 | 1 4 7¼ | 5 | 298 |
| *Free Church Schools.* | Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Sutherland; *and part of* Inverness, and Western Isles - | - - - | 158 6 6 | 291 11 5 | 60 10 5 | 510 8 4 | 0 14 10 | 495 17 5 | 14 12 6 | 43 17 0 | 554 6 11 | 0 16 1¼ | 8 | 688 |
| | Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; *and part of* Inverness, and Western Isles - - - - | - - - | 116 6 0 | 274 8 3 | 173 15 5 | 564 9 8 | 0 13 8 | 485 19 9 | 1 1 0 | 33 15 4 | 520 16 1 | 0 12 7¼ | 9 | 826 |
| *Episcopal* Schools in Scotland - - - - - - - - - | | 55 0 0 | 242 9 2 | 168 5 2 | 114 10 1 | 580 4 5 | 0 15 4½ | 496 6 3 | 12 6 1 | 74 3 2 | 582 15 6 | 0 15 5½ | 14 | 754 |
| TOTAL - - - £ | | 3,795 12 11 | 8,103 15 0 | 7,711 13 5 | 2,646 2 11 | 22,257 4 3 | 0 19 9½ | 17,905 19 10 | 664 0 10 | 3,847 19 10 | 22,418 0 6 | 0 19 11 | 356 | 22,502 |

* The number of schools entered in Table, No. I. is 6,764 (Annual Grants) + 941 (Simple Inspection) = 7,705; but from 307 (Annual Grants) + 277 (Simple Inspection) = 584 of them, no sufficient returns of income and expenditure have been received.

† Exclusive of Government Grants.

(No. 3.)

## RESULTS OF INSPECTION—*continued.*

### SALARIES OF TEACHERS (certificated as compared with *uncertificated*).

| | DISTRICTS. | SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS. | | | | | | | | | | | | SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | MASTERS. | | | | | | MISTRESSES. | | | | | | INFANTS' MISTRESSES. | | | | | | MASTERS. | | |
| | | Certificated. | | | *Uncertificated.* | | | Certificated. | | | *Uncertificated.* | | | Certificated. | | | *Uncertificated.* | | | Average Salary. | Number on which Average is taken. | Number provided with House or Rent-free. |
| | | Average pecuniary Emoluments (including Government Grants and all professional sources of Income). | Number on which Average is taken. | Number provided with House or Rent-free. | Average pecuniary Emoluments (including Government Grants and all professional sources of Income). | Number on which Average is taken. | Number provided with House or Rent-free. | Average pecuniary Emoluments (including Government Grants and all professional sources of Income). | Number on which Average is taken. | Number provided with House or Rent-free. | Average pecuniary Emoluments (including Government Grants and all professional sources of Income). | Number on which Average is taken. | Number provided with House or Rent-free. | Average pecuniary Emoluments (including Government Grants and all professional sources of Income). | Number on which Average is taken. | Number provided with House or Rent-free. | Average pecuniary Emoluments (including Government Grants and all professional sources of Income). | Number on which Average is taken. | Number provided with House or Rent-free. | | | |
| | IN COUNTIES OF— | £ s. d. | | | £ s. d. | | | £ s. d. | | | £ s. d. | | | £ s. d. | | | £ s. d. | | | £ s. d. | | |
| *Church of England* Schools. | Middlesex | 110 12 7 | 185 | 108 | 82 16 3 | 6 | 2 | 75 8 10 | 168 | 106 | 48 7 7 | 15 | 9 | 64 8 5 | 66 | 46 | 42 3 11 | 48 | 20 | — | — | — |
| | Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester | 90 3 6 | 256 | 163 | 52 1 0 | 41 | 27 | 60 4 0 | 185 | 120 | 34 15 8 | 52 | 30 | 60 4 8 | 36 | 17 | 31 9 1 | 57 | 31 | 40 8 2 | 10 | 7 |
| | York | 92 1 7 | 346 | 232 | 58 3 6 | 40 | 27 | 66 0 4 | 149 | 50 | 32 12 4 | 56 | 32 | 62 4 8 | 45 | 20 | 32 10 6 | 46 | 12 | 45 3 11 | 29 | 16 |
| | Cornwall, Devon, Dorset, and Somerset | 82 14 1 | 241 | 141 | 49 0 10 | 32 | 15 | 55 12 1 | 155 | 94 | 32 1 10 | 62 | 30 | 59 7 7 | 25 | 16 | 26 14 5 | 32 | 11 | 40 15 0 | 4 | 1 |
| | Essex, Norfolk, and Suffolk | 87 10 11 | 121 | 81 | 51 13 11 | 23 | 19 | 57 2 7 | 121 | 76 | 27 16 11 | 49 | 20 | 48 18 5 | 16 | 4 | 31 7 11 | 17 | 6 | 28 15 0 | 10 | 5 |
| | Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland | 88 2 7 | 222 | 153 | 49 14 5 | 29 | 21 | 59 11 3 | 137 | 71 | 30 0 11 | 45 | 13 | 55 3 7 | 43 | 24 | 27 8 1 | 15 | 5 | 46 10 1 | 9 | 3 |
| | Kent, Surrey, Sussex, and Channel Islands | 93 7 7 | 288 | 221 | 59 8 2 | 49 | 34 | 62 16 0 | 232 | 171 | 35 4 6 | 44 | 27 | 56 16 9 | 69 | 54 | 34 11 8 | 50 | 27 | 44 1 8 | 6 | 4 |
| | Lancaster, and Isle of Man | 102 10 4 | 283 | 144 | 64 18 0 | 29 | 17 | 71 13 4 | 174 | 47 | 38 4 2 | 24 | 12 | 62 18 2 | 98 | 26 | 36 5 2 | 43 | 10 | 69 5 8 | 5 | 3 |
| | Chester, Salop, and Stafford | 93 6 6 | 273 | 175 | 53 15 1 | 36 | 20 | 62 1 5 | 191 | 95 | 36 11 5 | 36 | 17 | 52 9 3 | 48 | 17 | 31 13 4 | 67 | 18 | 45 0 11 | 29 | 15 |
| | Bedford, Buckingham, Cambridge, Hertford, and Huntingdon | 87 4 8 | 104 | 84 | 58 19 3 | 12 | 6 | 57 1 0 | 102 | 78 | 33 17 9 | 24 | 17 | 51 0 11 | 21 | 16 | 34 2 6 | 18 | 9 | 50 2 11 | 16 | 10 |
| | Berks, Hants, and Wilts | 87 9 9 | 176 | 136 | 51 2 6 | 32 | 26 | 58 4 0 | 135 | 95 | 35 2 6 | 52 | 35 | 58 15 5 | 22 | 14 | 29 6 9 | 33 | 15 | 42 7 8 | 3 | 1 |
| | Cumberland, Durham, Northumberland, and Westmoreland | 91 12 3 | 165 | 95 | 63 7 10 | 4 | 3 | 62 9 9 | 56 | 23 | 44 3 9 | 8 | 5 | 55 3 10 | 9 | 4 | 43 13 7 | 5 | 4 | 55 15 0 | 8 | 3 |
| | Wales | 81 19 3 | 185 | 138 | 46 3 9 | 26 | 14 | 63 2 11 | 41 | 24 | 32 7 9 | 31 | 19 | 61 19 10 | 8 | 4 | 30 0 0 | 13 | 6 | 38 9 1 | 15 | 7 |
| *British, Wesleyan, and other Schools not connected with Church of England.* | Cornwall, Lancaster; *and part of* Chester, Cumberland, Caernarvon, Denbigh, and Flint | 114 7 8 | 121 | 34 | 77 15 11 | 8 | 1 | 73 6 7 | 47 | 7 | 36 12 11 | 21 | 4 | 66 9 3 | 29 | 4 | 38 0 3 | 10 | 1 | 27 10 0 | 8 | 3 |
| | Oxford, Sussex; *and part of* Berks, Buckingham, Essex, Hertford, Kent, and Middlesex | 116 5 10 | 65 | 20 | 132 2 2 | 5 | 2 | 71 19 1 | 49 | 13 | 64 7 5 | 5 | 2 | 64 6 2 | 19 | 6 | 33 2 8 | 3 | — | 25 3 2 | 5 | 4 |
| | Gloucester, Hereford, Monmouth, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke; *and part of* Somerset | 99 4 3 | 94 | 33 | 79 15 1 | 12 | 2 | 69 6 2 | 37 | 15 | 49 4 0 | 10 | 4 | 55 12 0 | 16 | 6 | 47 11 4 | 6 | 5 | 42 10 0 | 2 | — |
| | Devon, Dorset, Hants, Surrey, Wilts; *and part of* Berks, Buckingham, Cumberland, and Somerset | 100 13 5 | 83 | 19 | 63 1 8 | 11 | 3 | 73 7 7 | 35 | 7 | 37 10 6 | 16 | 6 | 62 9 3 | 13 | 5 | 45 0 0 | 1 | — | — | — | — |
| | Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; *and part of* Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex, | 101 14 10 | 118 | 40 | 60 14 5 | 9 | 4 | 71 4 1 | 44 | 9 | 38 14 0 | 14 | 7 | 61 8 4 | 21 | 3 | 30 18 1 | 9 | 1 | — | — | — |
| | Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; *and part of* Chester, Derby, Caernarvon, Denbigh, and Flint | 99 19 1 | 98 | 36 | 63 5 2 | 8 | 2 | 69 16 9 | 27 | 4 | 27 0 1 | 8 | 3 | 63 3 10 | 20 | 2 | 38 4 0 | 4 | — | — | — | — |
| | Durham, Northumberland, and York | 104 18 5 | 132 | 68 | 79 0 0 | 1 | 1 | 68 18 5 | 35 | 10 | 36 11 11 | 13 | 7 | 63 16 10 | 29 | 3 | 30 2 6 | 2 | 1 | 51 17 6 | 8 | 3 |
| *Roman Catholic* Schools. | Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery | 82 16 9 | 44 | 14 | 46 19 8 | 7 | 1 | 58 15 2 | 95 | 51 | 35 0 0 | 1 | 1 | 53 1 4 | 27 | 13 | 28 2 3 | 18 | 11 | 26 0 0 | 1 | 1 |
| | Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke, Radnor; *and part of* Warwick | 81 13 3 | 36 | 10 | 56 10 0 | 3 | 1 | 62 4 4 | 44 | 24 | 51 6 5 | 5 | 2 | 53 7 8 | 13 | 6 | 28 9 0 | 8 | 5 | — | — | — |
| | Durham, Northumberland, York, Scotland; *and part of* Warwick | 82 13 5 | 29 | 12 | 52 5 0 | 4 | 3 | 59 14 11 | 44 | 23 | 37 1 0 | 4 | 2 | 53 2 10 | 7 | 3 | 28 2 6 | 8 | 5 | 35 0 0 | 1 | 1 |
| Schools connected with *Church of Scotland.* | Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; *and part of* Inverness, Perth, Ross and Cromarty | 93 9 6 | 222 | 154 | 96 5 9 | 21 | 10 | 54 2 8 | 80 | 53 | 48 17 9 | 9 | — | — | — | — | 46 1 10 | 5 | 1 | — | — | — |
| | Ayr, Dumfries, Kircudbright, Lanark, Renfrew, and Wigtown | 111 15 0 | 180 | 101 | 52 13 11 | 7 | 1 | 60 3 6 | 65 | 39 | 39 1 4 | 3 | 3 | — | — | — | 30 0 0 | 1 | — | 76 2 8 | 40 | 20 |
| | Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney and Shetland, Sutherland: *and part of* Inverness, Perth, and Ross and Cromarty | 93 7 4 | 157 | 116 | 60 2 1 | 11 | 9 | 56 5 4 | 47 | 34 | 50 18 0 | 1 | 1 | — | — | — | 39 7 9 | 3 | 2 | 92 16 7 | 3 | 3 |
| *Free Church* Schools. | Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, Sutherland; *and part of* Inverness, and Western Isles | 90 5 4 | 233 | 140 | 55 7 6 | 12 | 2 | 55 7 5 | 66 | 33 | 30 0 0 | 1 | 1 | — | — | — | 34 2 0 | 1 | — | 59 6 1 | 6 | 2 |
| | Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; *and part of* Inverness and Western Isles | 95 17 1 | 132 | 79 | 67 0 0 | 7 | — | 60 2 1 | 28 | 13 | 32 9 8 | 4 | 2 | 58 2 10 | 7 | 2 | 23 6 8 | 3 | 2 | 56 19 7 | 6 | 3 |
| *Episcopal* Schools in Scotland | | 75 8 8 | 46 | 21 | 37 17 6 | 5 | 2 | 57 3 2 | 35 | 17 | 34 18 1 | 7 | 4 | — | — | — | 20 0 0 | 1 | — | 33 10 9 | 6 | 3 |
| TOTAL | | 94 10 3 | 4,635 | 2,768 | 58 16 10 | 490 | 275 | 62 15 5 | 2,624 | 1,402 | 34 18 9 | 617 | 325 | 59 7 9 | 707 | 315 | 33 4 2 | 527 | 208 | 52 0 4 | 224 | 113 |

| | SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | MISTRESSES. | | | INFANTS' MISTRESSES. | | | | | |
| | Average Salary. | Number on which Average is taken. | Number provided with House or Rent-free. | Average Salary. | Number on which Average is taken. | Number provided with House or Rent-free. | | | |
| | £ s. d. | | | £ s. d. | | | | | |
| Middlesex | — | — | — | — | — | — | | | |
| Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester | 27 15 4 | 15 | 6 | 25 8 2 | 4 | 1 | | | |
| York | 40 15 0 | 4 | 1 | 28 14 5 | 5 | 1 | | | |
| Cornwall, Devon, Dorset, and Somerset | 25 0 7 | 16 | 5 | 19 0 0 | 2 | 1 | | | |
| Essex, Norfolk, and Suffolk | 28 5 0 | 10 | 5 | 27 0 0 | 1 | — | | | |
| Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland | 34 8 9 | 8 | 4 | 23 3 8 | 1 | — | | | |
| Lancaster, and Isle of Man | 31 18 10 | 6 | 4 | 28 4 10 | 1 | — | | | |
| Chester, Salop, and Stafford | 26 16 7 | 2 | 1 | 23 4 8 | 1 | — | | | |
| Bedford, Buckingham, Cambridge, Hertford, and Huntingdon | 30 13 9 | 24 | 6 | 30 8 0 | 5 | 1 | | | |
| Berks, Hants, and Wilts | 25 7 7 | 34 | 17 | 20 0 0 | 1 | 1 | | | |
| Cumberland, Durham, Northumberland, and Westmoreland | 18 0 0 | 1 | — | — | — | — | | | |
| Wales | — | — | — | — | — | — | | | |
| Cornwall, Lancaster; *and part of* Chester, Cumberland, Caernarvon, Denbigh, and Flint | — | — | — | — | — | — | | | |
| Oxford, Sussex; *and part of* Berks, Buckingham, Essex, Hertford, Kent, and Middlesex | — | — | — | — | — | — | | | |
| Gloucester, Hereford, Monmouth, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke; *and part of* Somerset | — | — | — | — | — | — | | | |
| Devon, Dorset, Hants, Surrey, Wilts; *and part of* Berks, Buckingham, Cumberland, and Somerset | — | — | — | — | — | — | | | |
| Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; *and part of* Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex, | — | — | — | — | — | — | | | |
| Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; *and part of* Chester, Derby, Caernarvon, Denbigh, and Flint | — | — | — | — | — | — | | | |
| Durham, Northumberland, and York | — | — | — | — | — | — | | | |
| Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery | 26 0 0 | 1 | 1 | — | — | — | | | |
| Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke, Radnor; *and part of* Warwick | — | — | — | — | — | — | | | |
| Durham, Northumberland, York, Scotland; *and part of* Warwick | — | — | — | — | — | — | | | |
| Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; *and part of* Inverness, Perth, Ross and Cromarty | — | — | — | — | — | — | | | |
| Ayr, Dumfries, Kircudbright, Lanark, Renfrew, and Wigtown | — | — | — | — | — | — | | | |
| Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney and Shetland, Sutherland: *and part of* Inverness, Perth, and Ross and Cromarty | 42 8 4 | 11 | 9 | 32 10 0 | 2 | — | | | |
| Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, Sutherland; *and part of* Inverness, and Western Isles | 33 12 0 | 2 | — | — | — | — | | | |
| Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; *and part of* Inverness and Western Isles | 34 15 0 | 4 | 2 | — | — | — | | | |
| Episcopal Schools in Scotland | 33 10 7 | 4 | 1 | — | — | — | | | |
| TOTAL | 29 3 6 | 158 | 67 | 28 8 8 | 25 | 6 | | | |

(No. 4.)

## RESULTS OF INSPECTION—*continued.*

### SCHOOL FEES.*

| DISTRICTS. | SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS. | | | | | | | SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY.* | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Number of Schools from which Returns are taken. | Total Number of Children included in those Returns. | Centesimal Proportion of those Children paying per Week | | | | | Total Number of Schools from which Returns are taken. | Total Number of Children included in those Returns. | Centesimal Proportion of those Children paying per Week | | | | |
| | | | One Penny, and less than Twopence. | Twopence, and less than Threepence. | Threepence, and less than Fourpence. | Fourpence. | Over Fourpence. | | | One Penny and less than Twopence. | Twopence, and less than Threepence. | Threepence, and less than Fourpence. | Fourpence. | Over Fourpence. |
| In Counties of— | | | | | | | | | | | | | | |
| *Church of England* Schools. | | | | | | | | | | | | | | |
| Middlesex | 215 | 70,541 | 29·19 | 51·44 | 11·88 | 4·69 | 2·8 | — | — | — | — | — | — | — |
| Gloucester, Hereford, Monmouth, Oxford, Warwick, and Worcester | 380 | 59,350 | 44·47 | 41·27 | 10·7 | 2·61 | ·95 | 14 | 978 | 49·8 | 39·06 | 8·79 | 1·84 | ·51 |
| York | 440 | 82,571 | 14·5 | 56·67 | 21·15 | 6·33 | 1·35 | 30 | 2,483 | 10·31 | 64·04 | 18·12 | 4·91 | 2·62 |
| Cornwall, Devon, Dorset, and Somerset | 375 | 53,043 | 61·04 | 29·39 | 3·98 | 1·44 | 1·15 | 11 | 884 | 58·37 | 35·52 | 5·2 | ·57 | ·34 |
| Essex, Norfolk, and Suffolk | 217 | 31,742 | 53·07 | 37·97 | 5· | 2·81 | 1·15 | 10 | 893 | 71·22 | 22·17 | 2·13 | 2·24 | 2·24 |
| Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland | 312 | 51,201 | 29·86 | 50·3 | 13·85 | 4·28 | 1·71 | 10 | 684 | 21·93 | 51·46 | 13·74 | 7·17 | 5·7 |
| Kent, Surrey, Sussex, and Channel Islands | 414 | 80,270 | 40·08 | 50·49 | 5·46 | 2·66 | 1·31 | 5 | 630 | 85·87 | 14·13 | — | — | — |
| Lancaster, and Isle of Man | 365 | 97,193 | 20·44 | 56·02 | 15·8 | 6·26 | 1·48 | 7 | 781 | 34·7 | 36·11 | 20·1 | 7·3 | 1·79 |
| Chester, Salop, and Stafford | 397 | 71,337 | 22·62 | 53·9 | 16·53 | 5·52 | 1·43 | 40 | 3,099 | 38·98 | 40·05 | 14·78 | 3·71 | 2·48 |
| Bedford, Buckingham, Cambridge, Hertford, and Huntingdon | 175 | 23,787 | 62·19 | 30·94 | 4·64 | ·93 | 1·3 | 28 | 1,776 | 58·39 | 35·81 | 4·78 | ·06 | ·96 |
| Berks, Hants, and Wilts | 301 | 43,288 | 61·46 | 30·13 | 4·61 | 1·87 | 1·93 | 3 | 181 | 98·34 | 1·66 | — | — | — |
| Cumberland, Durham, Northumberland, and Westmoreland | 203 | 29,535 | 24·86 | 46·33 | 18·5 | 7·99 | 2·32 | 7 | 500 | 8·6 | 34·8 | 29·6 | 17·4 | 9·6 |
| Wales | 224 | 31,614 | 59·25 | 29·81 | 7·6 | 3· | ·34 | 14 | 869 | 56·5 | 25·32 | 12·66 | 5·52 | — |
| *British, Wesleyan,* and other Schools *not* connected with Church of England. | | | | | | | | | | | | | | |
| Cornwall, Lancaster; *and part of* Chester, Cumberland, Caernarvon, Denbigh, and Flint | 131 | 36,476 | 10·22 | 41·95 | 25·6 | 17·33 | 4·9 | — | — | — | — | — | — | — |
| Oxford, Sussex; *and part of* Berks, Buckingham, Essex, Hertford, Kent, and Middlesex | 82 | 21,191 | 12·57 | 36·57 | 25·41 | 17·6 | 7·85 | — | — | — | — | — | — | — |
| Gloucester, Hereford, Monmouth, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke; *and part of* Somerset | 106 | 23,658 | 30·75 | 39·33 | 19·48 | 9·62 | ·82 | 1 | 53 | 58·49 | 41·51 | — | — | — |
| Devon, Dorset, Hants, Surrey, Wilts; *and part of* Berks, Buckingham, Cumberland, and Somerset | 107 | 21,304 | 33·76 | 37·86 | 12·35 | 11·76 | 3·27 | — | — | — | — | — | — | — |
| Bedford, Cambridge, Huntingdon, Leicester, Lincoln, Norfolk, Northampton, Nottingham, Suffolk; *and part of* Buckingham, Chester, Derby, Essex, Hertford, Kent, and Middlesex | 134 | 26,695 | 20·03 | 37·52 | 25·44 | 13·08 | 3·88 | — | — | — | — | — | — | — |
| Salop, Stafford, Warwick, Anglesey, Merioneth, Montgomery; *and part of* Chester, Derby, Caernarvon, Denbigh, and Flint | 107 | 20,502 | 20·75 | 35·02 | 19· | 21·15 | 4·08 | — | — | — | — | — | — | — |
| Durham, Northumberland, and York | 152 | 32,220 | 7·62 | 40·21 | 27·25 | 21·98 | 2·94 | 8 | 659 | 3·49 | 27·77 | 39·6 | 17·15 | 11·99 |
| *Roman Catholic* Schools. | | | | | | | | | | | | | | |
| Chester, Cumberland, Derby, Lancaster, Isle of Man, Nottingham, Salop, Stafford, Westmoreland, Anglesey, Caernarvon, Denbigh, Flint, Merioneth, and Montgomery | 111 | 26,757 | 53·5 | 33·35 | 7·32 | 3·95 | 1·88 | — | — | — | — | — | — | — |
| Bedford, Berks, Buckingham, Cambridge, Cornwall, Devon, Dorset, Essex, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Rutland, Somerset, Suffolk, Surrey, Sussex, Wilts, Worcester, Brecon, Caermarthen, Cardigan, Glamorgan, Pembroke, Radnor; *and part of* Warwick | 68 | 13,742 | 80·6 | 14·51 | 2·84 | 1·8 | ·25 | — | — | — | — | — | — | — |
| Durham, Northumberland, York, Scotland; *and part of* Warwick | 55 | 10,342 | 61·21 | 27·13 | 7·7 | 3·89 | ·07 | 1 | 175 | 43·43 | 52·57 | 1·71 | — | 2·29 |
| Schools connected with *Church of Scotland.* | | | | | | | | | | | | | | |
| Argyll, Berwick, Bute, Clackmannan, Dumbarton, Edinburgh, Fife, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling, Western Isles; *and part of* Inverness, Perth, and Ross and Cromarty | 257 | 28,801 | 16·78 | 35·44 | 29·53 | 9·01 | 9·24 | — | — | — | — | — | — | — |
| Ayr, Dumfries, Kirkcudbright, Lanark, Renfrew, and Wigtown | 178 | 26,000 | 10·16 | 36·1 | 33·92 | 11·48 | 8·34 | 27 | 2,167 | 17·45 | 45·5 | 25·38 | 9·92 | 1·75 |
| Aberdeen, Banff, Caithness, Elgin, Forfar, Kincardine, Nairn, Orkney, Shetland, Sutherland; *and part of* Inverness, Perth, and Ross and Cromarty | 184 | 18,850 | 18·69 | 41·85 | 26·12 | 8·58 | 4·76 | — | — | — | — | — | — | — |
| *Free Church* Schools. | | | | | | | | | | | | | | |
| Aberdeen, Banff, Berwick, Caithness, Edinburgh, Elgin, Fife, Forfar, Haddington, Kincardine, Kinross, Linlithgow, Nairn, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, Sutherland; *and part of* Inverness and Western Isles | 230 | 29,071 | 13·46 | 39·13 | 28·44 | 9·98 | 8·99 | 5 | 460 | 15·22 | 66·95 | 12·39 | 3·7 | 1·74 |
| Argyll, Ayr, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigtown; *and part of* Inverness and Western Isles | 123 | 16,580 | 9·39 | ·34·7 | 33·11 | 8·9 | 13·9 | 8 | 867 | 36·68 | 43·48 | 16·26 | 3·58 | — |
| *Episcopal* Schools in Scotland | 64 | 7,948 | 46·35 | 39·52 | 11·16 | 2·68 | ·29 | 8 | 400 | 46·25 | 47·75 | 6· | — | — |
| Total | 6,107 | 1,085,537 | 33·51 | 39·13 | 16·39 | 7·7 | 3·28 | 237 | 18,539 | 42·84 | 38·19 | 12·17 | 4·48 | 2·32 |

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education:—

*"Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is, not for the sake of* saving a penny *per week, that a child is transferred from the School to the factory or the fields; but, for the sake of* gaining a shilling or eighteenpence *per week, and the mere opportunity of saving the penny by sending the child to a* free *school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it."*

# REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. J. G. C. FUSSELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* MIDDLESEX.

MY LORDS,

I HAVE the honor to present to you my report of the state of this district during the year ending on the 31st of August 1861.

I have been assisted during the whole period by my colleague, the Rev. W. Campbell, and for a considerable portion of it by Dr. Woolley; Messrs. Cook and Cowie, also, have inspected some schools during the brief intervals which the requirements of their more immediate duties have left available.

We have visited, for the purposes of annual grants, 236 institutions, containing 524 schools under separate teachers, viz.:— Details of the year's work.

| | |
|---|---|
| Boys' | 183 |
| Girls' | 174 |
| Infants' | 140 |
| Mixed | 27 |
| Total | 524 |

We found 62,115 children present at our inspection; the number in average attendance was 56,143.

Of the teachers employed, 438 were certificated. There were also 1,044 pupil-teachers, 7 probationary teachers, and 27 assistant-teachers.

The utmost number which the schools are calculated to accommodate is 78,612. Amount of accommodation afforded by no means in excess of present requirements.

So far therefore from affording room for all who stand in need of education, they do little more than accommodate those who actually present themselves for instruction. In other words, the supply and the demand are barely commensurate. This may be shown as follows:—It appears from Summary D. that of 236 schools inspected by us, 215 have furnished returns of school-fees paid by 70,541 children. Assuming that the remaining 21 schools would have presented the same

average results, the total number of children paying school-fees in the 236 schools would be 77,431. Add to this the number of children paying no fees at all, and we arrive at a total not very different from, probably in excess of, the amount of accommodation provided; and obviously the dimensions of a school must be regulated, not by the average attendance of its scholars, but by the maximum of attendance.

Compared with those of last year.

The comparison of these results with those of last year will be as follows:—

| | Increase. | Decrease. |
|---|---|---|
| In the No. of separate institutions visited | 9 | — |
| " " school-rooms under separate teachers | 15 | — |
| " of certificated teachers | 37 | — |
| " of pupil-teachers | — | 17 |
| " of probationary teachers | — | — |
| " of assistant teachers | 8 | — |
| " of children present at examination | 6,790 | — |
| " of average attendance | 11,520 | — |

The tables of school-age and school-stay for the years 1857, 1858, 1859, 1860, 1861 are as follows:—

| Age. | Per-centage in the Years | | | | |
|---|---|---|---|---|---|
| | 1857. | 1858. | 1859. | 1860. | 1861. |
| Under 7 | 35·17 | 36·56 | 36·3 | 35·62 | 36·96 |
| Above 7 and under 10 | 38·37 | 38·01 | 37·22 | 38·13 | 37·10 |
| Over 10 | 26·46 | 25·43 | 26·68 | 26·25 | 25·94 |

As to School Stay.

| | Per-centage in the Years | | | | |
|---|---|---|---|---|---|
| | 1857. | 1858. | 1859. | 1860. | 1861. |
| Less than 1 year | 50·11 | 49·05 | 47·54 | 46·47 | 47·95 |
| For 1 year | 22·15 | 21·64 | 22·46 | 22·73 | 21·59 |
| For 2 years | 13·07 | 13·21 | 13·77 | 13·89 | 13·78 |
| For 3 years | 7·92 | 8·04 | 8·09 | 8·47 | 8·52 |
| For 4 years | 4·17 | 4·07 | 4·67 | 4·82 | 4·75 |
| For 5 years and upwards | 2·58 | 3·36 | 3·47 | 3·52 | 3·46 |

It is notorious that a disposition has manifested itself in certain quarters to regard the reports of Her Majesty's Inspectors as far too indulgent and flattering to the schools which they visit, to represent their statements as made from hasty and superficial observation, and, as a consequence, to discredit their conclusions as resting upon unsound and insufficient premises. If, indeed, this estimate of our work were true, our reports would be not merely worthless, but prejudicial (in more respects than one), to the interests of education, and we should have justly forfeited the confidence which your Lordships' predecessors and yourselves have been pleased to repose in us. That it is not true is to a great extent proved by the acknowledged superiority of inspected over uninspected schools. Speaking for this district, for which alone I am entitled to speak, I do not hesitate to say that the charges to which I have referred are unfounded.

Practical character of H.M. inspectors' reports.

If any man of position and influence really believes that our work is performed in a perfunctory way, and that our reports fail as fair representations of the character and efficiency of the schools which we inspect, I think I can convince him of the contrary if he will place himself in my hands for a fortnight, or longer if he pleases. He will find that the lower classes are carefully examined; that religious knowledge, reading, writing, and arithmetic are the subjects to which the chief prominence is assigned; and that no amount of excellence in other subjects is accepted as a plea for failure in these. He will find that the tone and discipline of the school are carefully observed, that the instruction and training of the pupil-teachers are strictly inquired into, and that everything which bids fair to be practically useful or to establish a good understanding between teacher and children is commended and encouraged. And I sincerely believe that before we part he will have arrived at the conviction that so far from our inspection being merely formal or illusory, it is a close and searching investigation into the results of the year's work, not indeed as complete for all purposes as it might be, were more time at our disposal, but sufficient to supply the data for a just distribution of the Parliamentary grant.

They furnish a sufficient basis for just distribution of the Parliamentary Grant.

Of the general efficiency of the schools, I am able to repeat the favourable opinion which I have expressed on former occasions. Some of them are exceedingly good schools; as good, I think, as they are likely to be. Of many more it may safely be affirmed that they are good; well officered, well taught, and well ordered.

General efficiency of the schools in this district.

I could easily furnish a list of at least a score each of boys' and girls' schools which have for many years fulfilled in a

Reasons which deter me from

singling out individual schools for general commendation.

high degree the essentials of a thoroughly good school. The singling out, however, of individual cases in this way for general commendation is open to serious objection.

Few schools remain long in one stay; they bear within themselves the elements of continual change.

Even when the teachers remain steadily at their post, as, I am happy to say, is very generally the case, the unavoidable change of pupil-teachers, and the ceaseless ebb and flow of the children, as in succession they rapidly disappear and are replaced by others not less changing than themselves, render it a matter of no slight difficulty to keep up year by year a condition of uniform efficiency. Then again, most schools, like most men, have their weak as well as their strong points, and this from mere force of circumstances.

The district may be rich or poor, the demand for labour continual or intermittent, the neighbourhood healthy or unhealthy, trades which afford employment to young children may or may not be at hand, the schools may be well or ill situated, commodious or incommodious, with playgrounds or without them,—add to all these disturbing forces yet another, the character of the labouring population from which the children in any given school are drawn, and enough will have been said to show how difficult it is to praise one school, without injustice to others; for though undoubtedly a good school always implies more or less excellence in the teacher, yet the best teacher has not always the best school.

The following table, composed from returns made by the managers of several large schools in different parts of my district, may serve to illustrate what has been stated respecting the rapidity with which children pass from one school to another :—

1861.

| Name of School. | Boys. Admitted. Total. | Boys. Admitted. In Upper Half. | Boys. Admitted. In Lower Half. | Boys. Left. Total. | Boys. Left. In Upper Half. | Boys. Left. In Lower Half. | Boys. Average Attendance. | Boys. Average No. on Books. | Girls. Admitted. Total. | Girls. Admitted. In Upper Half. | Girls. Admitted. In Lower Half. | Girls. Left. Total. | Girls. Left. In Upper Half. | Girls. Left. In Lower Half. | Girls. Average Attendance. | Girls. Average No. on Books. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Islington, St. Michael's (6 classes). | 245 | 16 | 229 | 290 | 55 | 235 | 138 | 240 | *172 | 57 | 115 | – | – | – | 87 | 150 |
| Hoxton, St. John's (8 classes). | 623 | 146 | 477 | 599 | 188 | 411 | 282 | 371 | †466 | 164 | 302 | 401 | 161 | 240 | 176 | 235 |

* 5 classes. †8 classes.

| Name of School. | Admitted. | | | Left. | | | Average Attendance. | Average No. on Books. | Admitted. | | | Left. | | | Average Attendance. | Average No. on Books. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total. | In Upper Half. | In Lower Half. | Total. | In Upper Half. | In Lower Half. | | | Total. | In Upper Half. | In Lower Half. | Total. | In Upper Half. | In Lower Half. | | |
| | Boys. | | | | | | | | Girls. | | | | | | | |
| St. James', N.S., Westminster (8 classes). | 260 | 74 | 186 | 248 | 80 | 168 | 270 | 322 | *232 | 52 | 180 | 211 | 110 | 101 | 227 | 291 |
| Hanover Square United Day (9 classes). | 105 | 23 | 82 | 109 | 45 | 64 | 183 | 245 | †96 | 17 | 79 | 93 | 49 | 44 | 170 | 243 |
| Home and Colonial, Juvenile, (8 classes). | 73 | 23 | 50 | 51 | 34 | 17 | 125 | 150 | – | – | – | – | – | – | – | – |
| Home and Colonial Model, Mixed, (8 classes). | 126 | 63 | 63 | 88 | 48 | 40 | 121 | 148 | – | – | – | – | – | – | – | – |
| St. Anne's, Limehouse, (8 classes). | 383 | 48 | 335 | 363 | 142 | 221 | 287 | 346 | 353 | 86 | 267 | – | – | – | 205 | 306 |
| St. George-in-the-East, Christ's Church (10 classes). | 595 | 257 | 338 | 595 | 222 | 373 | 260 | 439 | – | – | – | – | – | – | – | – |
| St. Mary's, St. George-in-the-East (6 classes). | 171 | 54 | 117 | 136 | 60 | 76 | 119 | 134 | – | – | – | – | – | – | – | – |
| Stepney, St. Thomas' (8 classes). | 254 | 59 | 195 | 266 | 141 | 125 | 212 | 285 | – | – | – | – | – | – | – | – |
| Marylebone, Christ's Chapel (8 classes). | 192 | 34 | 158 | 192 | 95 | 97 | 260 | 300 | – | – | – | – | – | – | – | – |
| Trinity, Upper Chelsea (7 classes). | 159 | 59 | 100 | 163 | 110 | 53 | 195 | 244 | – | – | – | – | – | – | – | – |
| Pimlico, St. Michael's (8 classes). | 209 | 47 | 162 | 241 | 119 | 122 | 241 | 279 | – | – | – | – | – | – | – | – |

* 8 classes. † 8 classes.

It will readily be anticipated that in so large a number of schools, spread over such a county as Middlesex, a great variety of character and efficiency must present itself. Different classes of schools found in the district.

I. A few are purely village schools of the ordinary type, such as are met with in other counties.

II. A larger class comprises those in the small towns and the suburban villages, or those which are in the immediate neighbourhood of towns, or of some centres of special industry, as brickfields, factories, and market gardens.

III. Another and a most important class consists of those which are situated in quarters chiefly inhabited by the labouring classes. Most of those in the eastern and north-eastern suburbs come under this description, to which must also be referred several in the northern, eastern central, and south-western postal districts, and some others.

IV. Lastly, there are the schools situated in or close to the more opulent quarters of London, or in parishes containing a considerable proportion of resident inhabitants in more or less affluent circumstances.

Speaking generally, the schools in this last class have not to contend with any very serious financial difficulties. They Their financial resources compared.

command efficient local support, and whenever a fair case is made out for the requirement of additional funds, special appeals seldom fail to be liberally responded to.

The same may, for the most part, be said of Classes I. and II.

The schools in the former are chiefly supported by the clergymen and the landed proprietors. In the latter the burden is divided amongst a larger number of subscribers, and the rate of school payment is commonly somewhat higher.

Special difficulties of those in Class III.

The schools in the third class are those which afford cause for real anxiety. They draw their children in great part from the teeming populations which lie along the river side, and extend northwards through Bethnal Green and other adjoining districts. Poverty holds her court here, and when aggravated, as is periodically the case, by the prevalence of epidemic disease, or a general scarcity of employment, the pressure is extreme. To maintain a school in a state of efficiency under these circumstances is next to impossible without regular and large external pecuniary help. This is not to be wondered at, considering the poverty, and in many cases the intemperance of parents, and the consequent irregularity of their school payments. Again, in many of these large schools, it is found that a very large proportion of the parents are migratory to an extent that at first sight would appear almost incredible, and thus their children pass from, it may be, the lowest classes of one school into the lowest classes of another, without the teacher of either, hard working and conscientious though he may be, being able to satisfy himself, still less to satisfy others, that they have received any adequate benefit from his labours.

Important that they should be maintained in a state of great efficiency.

The schools, too, in these quarters, though amongst the least capable of supporting themselves, or of being supported by the residents of the district, require, nevertheless, as large and efficient, or even a larger and more efficient staff of teachers, than those in the more prosperous quarters.

If it be objected that such schools are unworthy of the exertions made to establish and sustain them, and that the labour and money and time required to produce results apparently so disproportionate, should be transferred to some kindlier and more productive field, I reply that I can imagine nothing more false in principle or more pernicious in practice.

The festering soil of these congregated masses *must* be tilled with a prudent hand, if we would not see it covered with such rank growths of vice and crime, as would, ere long, fill the

boldest economist with dismay, and bring upon us swift and irremediable ruin.

None can doubt that every one of our fellow-subjects has an equal claim upon our sympathising care in this matter. But if we can accomplish but a part of the great work which lies before us, if, indeed, of the many whose necessities plead for aid, some must be passed by from sheer inability to help all, then assuredly, we should, before all, and at almost any sacrifice, avert so terrible a source of incalculable evil to society at large, as would inevitably follow any extensive neglect of the education of the swollen and still swelling population of our great centres of industry.

Great value of the results which they accomplish.

In truth, however, the results for which these schools may lawfully claim credit are great. If we have to estimate work done, the resistance overcome must be taken into account. The performance of a vessel of inferior power may apparently exceed that of one indisputably her superior, but which has to contend with wind and tide, or which has a heavier vessel in tow. It is the work of the latter, nevertheless, which produces the greatest effect.

It appears to me that we can scarcely dwell too thankfully upon the results exhibited by schools of the class to which I have been referring. They may almost be said to have created new bonds of union and sympathy where their absence threatened to be most fatal, to have linked together classes heretofore all but strangers to each other, and to have substituted feelings of confidence and respect for those of distrust and hostility.

Their probable influence during the recent strikes.

Perhaps no other country could have presented the same spectacle as England did during the late strikes,—lamentable enough they were,—and the spirit which prompted and maintained them was indeed to be deplored; but in the increased respect for property, and in the comparative absence of indiscriminate passion and lawless violence, even towards the masters against whom so determined a spirit of antagonism had been aroused, they differed widely from the strikes of former days. When it is considered that in the reading books, which have for many years past been in general use in our schools, the questions of capital, labour, wages, and other subjects, bearing upon the relations subsisting between employers and employed are carefully treated of, it can scarcely be questioned, that some share of the credit of the improvement to which I have adverted, may fairly be claimed on behalf of the schools upon which so many of our now adult labourers and artizans have at one period or another, during the last 10 or 15 years, been wholly dependent for whatever education they have received.

Probable consequence of suddenly withdrawing from them any portion of their existing resources.

Doubtless it has been under the influence of such feelings as these, that the managers of schools in these comparatively destitute localities have undertaken their serious responsibilities. They have succeeded in establishing and maintaining a large number of good schools, many of them first-class schools; but this has only been accomplished by efforts the most strenuous and unceasing. In many cases they depend for a large proportion, not only of any extraordinary expenditure, but even of their ordinary income, upon the liberality of wealthier districts or of private friends, and I have strong reason to believe that if any considerable proportion of their present sources of income, whether from Government allowances or otherwise, were suddenly to fail or be withdrawn, many of these schools would be either wholly closed or reduced to a state of lamentable inefficiency.

Table showing proportions of different sources of school-income.

The proportions of the different sources of school-income, during the five past years, are as follows:—

| Sources of Income. | Per cent. 1857. | Per cent. 1858. | Per cent. 1859. | Per cent. 1860. | Per cent. 1861. |
|---|---|---|---|---|---|
| Endowment - - - - | 6·77 | 6·84 | 7·65 | 7·14 | 5·48 |
| Voluntary contributions - | 46·83 | 46·21 | 46·56 | 47·4 | 45·62 |
| School-pence - - - | 29·71 | 31·03 | 32·19 | 32·86 | 34·13 |
| Other sources - - - | 16·69 | 15·92 | 13·6 | 12·6 | 14·77 |
| Total - - - - | 100· | 100· | 100· | 100· | 100· |

Steady increase in amount of receipts from school-pence;

Looking at the head of school-pence we observe the following results,—

| | |
|---|---|
| Increase per cent in 1858 - - - - | 1·32 |
| „ „ 1859 - - - - | 1·16 |
| „ „ 1860 - - - - | ·67 |
| „ „ 1861 - - - - | 1·27 |
| Total increase in 4 years - - - | 4·22 |

or rather more than 1·1 per cent. per annum.

both in this district

In order to ascertain whether this rate of increase is exceptionable or not I have compared it with that during the period, which has elapsed since 1852,:—

| | |
|---|---|
| The per-centage in 1857 was - - - | 29·71 |
| „ „ 1852 „ - - - | 23·87 |
| Increase in the 5 years - - - | 5·84 |

or at the rate of nearly 1·17 per annum.

It must be remembered, however, that the district then comprised the counties of Bedford, Buckingham, and Hertford, since transferred to another district.

I have also compared the per-centage for all Church of England schools in the year 1852 with that for all Church of England schools in 1860 (the date of the last published return.) and throughout the country.

The result is as follows :—

| | |
|---|---|
| Per-centage throughout England and Wales in 1860 | = 37·94 |
| " " " 1852 | = 30·22 |
| Increase in the 8 years | - 7·72 |

Or at the rate of ·965 per annum.

It appears, therefore, that the present average increase in receipts from school-pence in this district agrees substantially with the general result, and affords a fair basis for future calculation.

Of the schools which my colleagues and I have visited during the past year, it appears that 215 have furnished returns of school fees paid by 70,541 scholars. Grounds for looking forward to a continuance of this increase.

The following table shows the proportion per cent. of those children paying during the time they were at school, the different fees specified therein :— Table showing proportion per cent. of children paying different school-fees specified.

Centesimal Proportion of those Children paying per Week.

| One Penny, and less than Twopence. | Twopence, and less than Threepence. | Threepence, and less than Fourpence. | Fourpence. | Over Fourpence. |
|---|---|---|---|---|
| 29·19 | 51·55 | 11·88 | 4·69 | 2·8 |

Since, therefore, nearly 30 per cent. of the whole number are now paying at the lowest rate, and more than 50 per cent. of the whole at the lowest rate but one, there is evidently sufficient margin to justify our presuming that the receipts for school-pence may, not improbably, continue for many years to increase as hitherto. Conclusion therefrom.

If this expectation be realized, we may hope to find them at no very distant day constituting possibly 50 per cent. of the school-income, instead of 34·13 per cent., as at present.

If, however, this gratifying result is to be attained, it is essential that the schools be continued in an efficient state.

At present there is a growing conviction in the minds of parents that the education afforded them is worth paying for;

and they do pay for it more and more every year. At my yearly visits of inspection many a little one is now pointed out to me as the child of a former scholar in that very school, or under that same teacher. Every year will increase in number and in strength the bonds to which such associations as these give rise, and their influences will extend in rapidly widening circles.

Pupil-teachers.

The question of pupil-teachers is one of primary importance, and may become ere long an anxious one. There has, for some time past, been more or less difficulty in procuring suitable male candidates for apprenticeship, but the prestige of Government recognition, and its prospective advantages, have induced many parents to apprentice their boys for a smaller stipend than could have been earned in other occupations.

Female candidates of a desirable class have usually presented themselves in sufficient numbers, because few occupations offering equal advantages have been open to girls.

Their general progress satisfactory.

The progress made by the pupil-teachers of this district during the past year has been generally creditable. The total number of successful candidates for Queen's scholars at Christmas 1861 was :—

Their success at late examination for Queen's scholarships.

| —— | Males. | Females. |
|---|---|---|
| First class - - | 169 | 202 |
| Second class - - | 229 | 231 |
| Total - | 398 | 533 |

Of whom this district claims—

| —— | Males | Females. |
|---|---|---|
| First class - - | 16 | 39 |
| Second class - - | 18 | 38 |
| Total - | 34 | 77 |

Examination of female pupil-teachers in needlework.

The examination of the female pupil-teachers in needlework continues to yield very satisfactory results. I have been able to raise the standard, while at the same time the average proportion of those obtaining low marks has been considerably lessened.

List of schools whose pupil-

The following are the schools whose pupil-teachers have obtained the most satisfactory average of marks :—

Bethnal Green, St. Matthew's.
" St. Simon Zelotes'.
Charterhouse, St. Thomas'.
" Golden Lane.
Chelsea, St. Saviour's.
" Trinity.
City of London, First.
Enfield, Highway.
" Lock.
Fulham, All Saints'.
Harrow.
Hampstead.
Hanwell.
Hanover Square, District.
" United Day.
Hampstead Parochial.
Hornsey.
Holborn, St. Andrew's,
Holloway, St. James'.
" St. John's (Upper).
Hillingdon.
Highgate, St. Michael's.
Islington, All Saints'.
" St. Jude's.
Islington, St. Mary's.
Marylebone, Central.
" Nutford Place.
" Trinity.
Northwood.
Old Street Road, St. Mark's.
Paddington Green, St. Mary's.
Pimlico, St. Michael's.
St. Pancras, National.
" Christ's Church.
" St. John's.
St. John's Wood, St. John's.
St. Martin's, Northern.
Stepney, St. Peter's.
Staines.
Tottenham Green.
Walham Green.
Westminster, Central.
" St. James'.
" St. Margaret's and St. John's.
" St. Stephen's.
Whitelands Model.
Whitechapel, St. Mark's.

teachers have obtained the most satisfactory average of marks for needlework.

Subjoined is a tabulated statement of the subjects in which the pupil-teachers in this district will be examined in religious knowledge during the years 1862 and 1863 :—

Tabulated statement of subjects for examination in religious knowledge during 1862 and 1863.

SUBJECTS FOR 1862.

*First Year.*

Holy Scripture :—
1. Genesis.
2. Outlines of Old Testament History, and the chief types and prophecies referring to our blessed Lord.
3. St. Matthew's Gospel.
4. Acts, to end of chapter xiv.

Catechism and Liturgy :—
1. Catechism, with Scriptural illustrations.
2. The order and contents of the Daily Service.
3. The first 12 Articles, with Scriptural proofs and illustrations.

For Examination of Pupil-teachers of the 1st, 2nd, and 3rd years, during 1862.*

*Second Year.*

Holy Scripture :—
1. Isaiah, to end of chapter xxxix.
2. St. Matthew's Gospel.
3. Acts of the Apostles.
4. Epistle to the Hebrews.

Catechism and Liturgy :—
1. Catechism, as in first year.
2. History and contents of the Book of Common Prayer.
3. The Articles, with Scriptural Proofs and illustrations.

For Examination of Pupil-teachers of the 4th and 5th years, during 1862.

* Pupil-teachers of schools to whom our visit of inspection is due in January 1863 will probably be summoned for examination in December 1862; but they will nevertheless be examined in the subjects of 1863.

SUBJECTS FOR 1863.

*First Year.*

Holy Scripture :—
1. Deuteronomy.
2. Outlines of Old Testament History, and the chief types and prophecies referring to our Lord.
3. St. John's Gospel.
4. The Acts of the Apostles.

Catechism and Liturgy :—
As in subjects for 1862, first year.

} For Examination of Pupil-teachers of the 1st, 2nd, and 3rd years, during 1863

*Second Year.*

Holy Scripture :—
1. The Book of Isaiah, from the beginning of chapter xl.
2. St. John's Gospel.
3. The Acts of the Apostles.
4. The Epistle to the Philippians, and the Epistle of St. James.

Catechism and Liturgy :—
As in subjects of 1862, second year.

} For Examination of Pupil-teachers of the 4th and 5th years, during 1863.

I have the honor to be, &c.

JAMES G. C. FUSSELL.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. H. W. BELLAIRS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* GLOUCESTER, HEREFORD, MONMOUTH, OXFORD, WARWICK, *and* WORCESTER.

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MY LORDS,

THE following table will show the increase of certificated teachers, apprentices, probationers, and assistants in my district during the past year.

| | 1860. | 1861. | |
|---|---|---|---|
| Certificated teachers | 442 | 484 | increase 42 |
| Pupil-teachers | 835 | 875 | „ 40 |
| Probationers | 18 | 29 | „ 11 |
| Assistants | 5 | 17 | „ 12 |

The schools in which these teachers are engaged are, as a rule, doing a considerable work, in spite of certain defects which more or less prevail. In cases where the defects are prominent I should feel it my duty to report such schools to your Lordships as disqualified for a share in the Parliamentary grant.

## READING.

I have taken much pains with this subject for many years, and am convinced that one of the great causes of bad reading is deficiency in general information and intelligence. A child may be taught to read fluently, and with proper attention to stops either in his own or a foreign language, whether he understands it or not, simply by constant practice. But mere practice in reading certain lessons over and over again will not of itself enable a person to read well. To read well, a thorough understanding of the meaning of the writer is necessary, as well as the power of expressing it. This, the children in our National schools do not possess. They do not understand the meaning of the words they read, nor the collateral subjects so frequently introduced, and the consequence is, that we have but a small number of good impressive readers in our elementary schools. I do not see how this is to be corrected, as long as the attendance is irregular, and the removal from school early. Much has been done of late years in improving the fluency, and destroying the monotonous sing-song drawl which universally prevailed, but more schooling and age are requisite in order to secure thoroughly good reading.

### Writing, Dictation, Arithmetic, Religious Instruction.

The writing in the first classes is generally good; the dictation fair. A great improvement has taken place in arithmetic during the last two years, which I attribute to the increase of "mental arithmetic." As a rule, the religious instruction is well attended to.

### Needlework.

I have sometimes to complain of the way in which this is managed, and find that some such plan as the following answers best:—

1. A good supply of material, calico, print, flannel, worsted, cotton, scissors, needles, &c., laid in stock. Five pounds will do this well in a moderately sized school.
2. One afternoon in each week set apart for mending, when the children should bring clean their ragged clothes and stockings, in order to learn mending, patching, darning, &c.
3. The girls regularly classified according to skill, and no girl allowed to enter one class until she can work well in all the branches taught in the classes below it.
4. Cutting out, and setting or placing, taught in every class of the school, commencing with paper.
5. The elder girls to bring their own materials, and with the assistance of the mistress to cut out and make their own clothes.
6. Make garments for sale; charging for each the cost price of the material, with some slight addition for the work, which is to be divided at certain times of the year among the ten best workers who constitute the first needlework class in the school. These garments to be ticketed and kept for sale, open at certain times for the inspection of the parents.

### Junior Classes and Infant Schools.

There are considerable defects in the teaching of these classes which require improvement. In those schools where regularly appointed stipendiary monitors are employed, there is little to complain of, but where circulating monitors are engaged, the instruction generally is very meagre, methods unskilful, and results unsatisfactory. This is undoubtedly a very important question, especially when we consider the short time that children are at school, and the necessity of making as much progress as possible in the earlier periods of their education.

These same remarks apply to infant schools. This class of schools is, generally speaking, in but a moderate condition;

sufficient attention is not paid to individual instruction, and to the importance of skilful methods in the earliest stages of reading, writing, and arithmetic. In too many instances the instruction is confined to simultaneous gallery lessons, in which a kind of loose, indolent preaching is accepted as a substitute for industrious, energetic teaching, and the consequence is, that when the children are promoted to the upper school, they have to begin those elementary subjects in which they ought to have made considerable progress.

### Drilling and Drum and Fife Bands.

In many schools these have been introduced with success; by the former the discipline has been greatly improved, and by the latter the children generally have derived a large amount of innocent pleasure, the parents and friends have acquired increased interest in the school, musical taste has been cultivated, a source of innocent gratification in youth and after life secured, and patriotism, with other high and humanizing influences, obtained. By them also, the children are rendered more fit for defenders of their country as volunteers if circumstances should call them to it.

### Inspection.

So many remarks have been made during the past year on the subject of inspection that I think it well to lay before your Lordships the results of nearly 20 years' experience on the subject.

The object of inspection, I presume, is to ascertain and report upon the general condition of a school; its material structure, size, and shape, with reference to the children in ordinary attendance, drainage, ventilation, heating, flooring, &c.: Its furniture and arrangements, desks, black-boards, registers, books, slates, &c.: The number of teachers, their skill and energy in management and teaching, with the "results" upon the children.

In this process an experienced inspector ascertains very rapidly the condition of the buildings, the playground, drainage, desks, furniture, books, registers, apparatus, &c. Having ascertained this, he turns to the organization and administration, the size and arrangement of the classes, the mode of maintaining discipline, the way in which the master manages his school, whether the lessons are graduated according to the attainments of the children, and how far he keeps up a continuous influence over every teacher and every child while devoting himself particularly to the one class he may

have in hand. Having satisfied upon this, the inspector directs himself to each sub-teacher in turn; the way in which he manages and teaches his class, whether he is skilful in his "methods" as well as energetic and industrious in his ways. While observing this, the inspector will necessarily form conclusions, not only upon the teachers, but also upon the intelligence, general knowledge, and attainments of the scholars; from long experience he will be able to arrive approximately at a general estimate of the results accomplished, and as each class passes under his eye he will attempt to test and verify his impressions and suspicions by a few questions as he may find them necessary.

The "phases" of schools, if I may use such a term, vary according to the number of subjects taught, and the way of teaching them. As a rule, however, the phases of a national school are seven:—

1. Holy Scriptures.
2. Catechism and Liturgy.
3. Reading.
4. Writing.
5. Dictation.
6. Arithmetic.
7. Some higher subject.

In some schools every subject is taught simultaneously, in others half the classes are engaged in noisy, while the other half are in quiet lessons.

The amount of time necessary to test simply the "method" of conducting each "phase" is not long. An experienced ear will detect, in a very few minutes, whether the teachers insist upon an attention to stops, whether they have broken down, or are attempting to break down, the sing-song drawl, and the broad dialect of the district; whether they allow the children to read like parrots, or endeavour to cultivate their intelligence, and make them understand the subject of their lesson, and express themselves correctly.

The experienced eye will test, in a few minutes, the skill of the teachers in conducting the writing lesson. A glance at the way in which the children are allowed to sit; the way in which they hold their pens; the mode of superintendence, &c.

In dictation the practised inspector will not require a long time before he settles in his mind the skill exhibited in the selection of passages, in the mode of dictating them, and in collecting the results.

In arithmetic, again, his practised eye and ear will shortly determine upon the way in which this branch of instruction is conducted. The kind of sums proposed; the way in which

their correctness is proved and errors detected; the mode in which principles are explained, the black board used, and the mental arithmetic conducted.

To test accurately the religious teaching, more time is necessary, inasmuch as, along with the professional skill required for teaching secular subjects, a quiet and impressive manner, with a certain amount of deliberation, are essential, in order to produce the desired effects; and in this subject, my own custom at least is, to take a part in the examination, in which I am frequently assisted by the clergyman of the parish.

The above, of course, does not contemplate an accurate estimate of the attainments of each child, without which it is impossible to determine the true condition of a school or the exact amount of work done. To report upon this, each child should be examined individually by the inspector, and a large amount of time over and above that spent in the process of inspection would of necessity be required. I have frequently attempted to examine the children of a school individually, as well as to conduct the inspection at the same time. But, with our present limited time, I have never been satisfied with the proceeding. I am strongly disposed to think that the individual examination of each child would reveal considerable defects in most of our schools, and that "inspection" of itself is not sufficient to secure that efficiency in our elementary schools which the country, with its present large expenditure, has a right to require.

### Simple-Inspection Cases.

In regard to the schools under simple inspection, I have merely to repeat what I have frequently said before; they are generally inefficient, with no prospect of improvement until they are conducted by properly trained teachers. I would certainly rejoice extremely, if these simple inspection schools, and those in my district entirely unconnected with Government, could be brought within the reach of Government aid. But in too many of them the motive power is absent. The squire, or the clergyman, or the farmers have no appreciation of good schools, and unless compelled to do so, will not attempt to establish or support them. Whatever may be done to extend aid, I fear that there are many parishes in my district which will not stretch forth their hands to take it.

The following letter is from a respectable tenant farmer in a parish where the clergyman has been attempting, for many years, to establish a school, and where the children are collected

in a small, damp, cold cottage, because neither squire nor farmers will assist in building a school-room :—

Dr Revd. ——— Farm.

I will give the same as my neighbour's dos towards the, School but I have alarg Famoly of my own to educate and is expencive to do, I am willing for the low clas of peopel to learn to read the, Bibal and to right but shall not contribut to anything more than that for anything more than that I consider to be a great injury to them

I remain yours
Respectful

To the Revd * * * *

The same clergyman forwarded to me with this a note from his squire, in answer to his application for aid towards the expense of teaching the children in the cottage, which commences thus :—

My dear Sir,

You are well aware of my opinion respecting the educating the poor orders, and after my stating last year that I should not again contribute, am surprised at your application.

In spite of the progress we have made, I am afraid there are still a great many parishes in somewhat the same state as this.

## Night Schools.

The night schools are doing a good work in the district and are entitled to encouragement ; in fact, they complete, in many instances, that education of the poor which was commenced in the day school, and terminated there at ten years old.

I am disposed to think that there are great mistakes as to the way in which early attainments are said to be lost. It is frequently asserted that the children who leave our schools at ten, soon lose entirely all they have learnt. I cannot believe this. On the contrary, my impression is, that a thing once learnt is learnt for ever, and however much it may appear to have escaped from its possessor, all that is wanting is opportunity and rubbing up to prove that it is there. The night schools afford these opportunities to those who leave the day school early, and enable their scholars either to keep up the learning they gained at the day school, or to recover it when it seems to be lost.

I have the honor to be, &c.

H. W. Bellairs.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## Appendix.

### Night Schools inspected in 1861.

| Date. | Name of School. | Boys. | Girls. |
|---|---|---|---|
| February 5 | Coventry, St. Peter's | 63 | 36 |
| „ 12 | Cradley | 42 | — |
| „ 13 | „ | — | 42 |
| „ 18 | Redditch | 51 | — |
| „ „ | „ Adults | 16 | — |
| „ 19 | „ | — | 60 |
| March 4 | Birmingham, All Saints' | — | 37 |
| „ 18 | „ St. John's Ladywood (2) | 74 | 32 |
| „ 25 | Lye (2) | 56 | 14 |
| „ 26 | Stourbridge | 8 | — |
| April 9 | Birmingham, St. Bartholomew's (2) | 89 | 22 |
| August 26 | „ St. Philip's (2) | 24 | 12 |
| „ „ | „ Bishop Rider's (2) | 185 | 220 |
| „ 28 | Coventry, St. Michael's (2) | 31 | 76 |
| „ „ | „ St. Michael's, No. 3 | — | 53 |
| September 26 | „ Trinity | — | 82 |
| November 11 | Birmingham, Christs' Church | — | 56 |
| „ 26 | Kidderminster, St. Mary's | — | 98 |
| „ 27 | „ „ | 45 | — |
| „ 28 | „ St. John's | 14 | — |
| December 2 | Halesowen | 23 | — |
| „ 16 | Cropredy | 14 | — |
| „ 17 | Dorchester | — | 7 |
| „ 18 | „ | 25 | — |
| | Total | 760 | 847 |

| | |
|---|---|
| No. of evenings employed | 21 |
| No. of departments | 30 |
| No. of night scholars | 1,607 |

H. M. Capel,
Her Majesty's Assistant Inspector.

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. E. D. TINLING, *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* CORNWALL, DEVON, DORSET, *and* SOMERSET.

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MY LORDS, Bath, 1862.

IN tendering my report of the state of elementary education in the South-western district for the past year allow me first to thank your Lordships for the special leave granted to me during my illness from 1st September 1860 until 1st February 1861.

Work done by H. M. inspectors.

During the past year 637 schools under separate teachers have been visited by myself and my colleagues, Rev. E. Arnold and Rev. W. W. Howard, in which schools 50,777 children were present at our examinations.

EMPLOYMENT OF TIME.

| | Number of Days. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Inspecting Schools. | | Examining Candidates. | | | Revising Papers. | | | | | | | | | Departments inspected under separate Teachers. | Number of Children present at Examination. |
| | Elementary. | Normal. | Pupil-teachers. | Certificate. | Registration. | Pupil-teachers. | Teachers. | Journeys. | General Report. | Correspondence and Conference. | Vacation and private Business. | Illness. | Sundays. | Total. | | |
| Rev. E. D. Tinling | 92 | 3 | 15 | – | – | 7 | – | 2 | 6 | 34 | 46 | 108 | 52 | 365 | 147 | 10,446 |
| Rev. E. P. Arnold | 169½ | – | 11 | 8 | – | 6 | 9 | 5 | – | 47½ | 57 | – | 52 | 365 | 249 | 21,748 |
| Rev. W. W. Howard | 167 | – | 11 | 8 | – | 7 | 19 | 5½ | – | 50½ | 45 | – | 52 | 365 | 241 | 18,583 |

Teaching power in the schools under inspection.

In the four counties which form the south-western district there are 413 certificated teachers, 34 probationers, 12 assistant teachers, and 750 apprenticed pupil-teachers; so that it is evident the teaching power for our poor schools has increased steadily, and I am glad to be able to state that many of the

Small parishes benefited by annual grants.

schools in the smaller parishes throughout the district are now receiving the full benefit of the annual grants made by your Lordships. For many years the certificated teachers, from the fewness of their number, have been almost entirely engaged in our towns, and in the parishes of large population; but for some time past, owing to the increase in the number of certificated teachers, and by the assistance offered in the

recent Minute, enabling teachers, "during the two years of "their probation, to act as principal teacher in rural schools "*not* likely to be attended by more than 100 scholars," an increasing number of trained and certificated teachers have been employed in our rural parishes of small population; *e. g.*, in the county of Somerset, previous to January 1862, there had been certificated teachers in more than 30 different parishes with population under 600. And there had been apprenticed pupil-teachers in 13 of these parishes.

General efficiency of the schools.

With regard to the general efficiency of the schools visited by myself and my colleagues, I consider that on the whole the subjects which are taught to the children, their lessons on the Bible and Church Catechism, the reading and writing, the lessons in geography, and the needle-work in the girls' schools, are done with care and success; though I do not consider that the arithmetic is as practical as it should be; for whilst the children work sums set for them in a particular shape, they do not, in many instances, take down and work off with sufficient readiness and accuracy easy sums which may be given by dictation.

At the same time the discipline and order of the schools, the honesty of the children at their lessons, and the straightforwardness which characterizes the school-work, are for the most part highly satisfactory; and these are each of them matters of the gravest moment, and attainable only by constant labour and perseverance on the part of the teachers. These results in their measure extend from the lowest to the highest classes. There are exceptions, and I fear such exceptions will always exist; but looking at the body of our trained teachers, and bearing in mind the large number of classes in their schools, I would state that I believe our certificated teachers in the west of England, both masters and mistresses, are fully alive to the duty devolving upon them of teaching the younger children in their schools as far as in their power lies, and at all times of supervising their teaching.

Certain causes of inefficiency.

It is no easy matter, with irregularity of attendance and with a changing body of children, to maintain that proportionate advancement in the different classes which I firmly believe a very large body of our certificated teachers earnestly desire. And it appears to me essential to remember that it is only within the last few years that our school attendance has risen from 1 in 17 of our population to 1 in 7; for it is by this recent ingathering of numbers that we have brought under school instruction a very large body of wholly untaught and undisciplined children; and without a doubt a large number of these children in our schools are deficient in the

simplest elements of school instruction; but I believe it to be a matter, not of neglect, but of sorrow, to many of the school teachers in my district, that they have been able to effect so little with these children who have been present for such short and irregular periods of time. And though it is felt by every one that these children have been improved by being brought under the influence of school discipline and order, it is moreover acknowledged that little advancement has been made in actual learning; and I cannot but think it most unfair to imply, because there is a large body of such children now in our schools, that therefore the certificated teachers as a body have neglected the primary and essential subjects of instruction, and are regardless of the lower classes in their schools.

Certificated teachers.

The opinion which I have formed of the certificated teachers in my district, with the experience of 15 years, is, that whilst they naturally differ most widely in power and ability, in good temper and aptness as individuals for the work which they have undertaken, they are, with extremely few exceptions, earnest in their calling and constant and diligent in the performance of their duties.

Age of the children and their attendance on school.

The age of the children attending school, and the time of their remaining in the same school, should be borne in mind in connexion with the amount of book knowledge which may fairly be expected from them. Of the children upon the registers in the schools visited by myself and my colleagues during the past year, I find that no less than 38 per cent. were under seven years of age, and at the same time 35 per cent. had been in school less than one year. These are discouraging facts to those who would look for great results in actual attainment; but with all these drawbacks, it is my firm conviction that both in attainments and in the moral character of the children the schools in my district have effected a very great amount of good for the working classes.

Pupil-teachers.

The pupil-teachers, as a body, have done their work very satisfactorily during the past year in school as teachers and in their paper examination.

Throughout the district, containing, as I have before stated, no less than 750 apprenticed pupil-teachers, I find that only seven during the past year have been removed for misconduct.

In a district comprising 674 parishes, with a population under 500, I should be glad to find pupil-teachers who have completed their fifth year's apprenticeship successfully recognized as fit teachers for our small country village schools (as suggested in my report of 1856); for I believe that they

would be found equal to the work which would devolve upon them in these small parishes; and by this means we should find that the education in our rural schools would be improved, without injury being done to the training institutions.

Religious instruction

The religious instruction in the schools has been carefully attended to. It would not be difficult to mention one or two individual cases in which a want of judgment had been shown in the selection of the particular subject for the study of the children, but these exceptions are very few. The general character of the teaching in the Bible and Book of Common Prayer has been sound and practical, and likely to do real and lasting good to the children.

Instruction in reading, writing, and arithmetic.

I have already alluded to the opinion which I have formed, after careful inspection—inspection, not of the upper classes only, but of the schools throughout—respecting the present state of our school children as to their reading, writing, and arithmetic.

I am certain that it is not possible to lay too great stress upon these three essential subjects of elementary teaching, and there can be no more sure test of a good school than to find, in addition to the religious knowledge, that these three every-day subjects are carefully and successfully taught. But a most unfair and untrue opinion has gone abroad respecting the state of our schools on these subjects. In time and with care they may be greatly improved, but the reading and writing are at this time very fair, considering the difficulties which teachers have to contend against in the irregularity of attendance and the short time during which the children are at school. In schools where any one of these subjects is imperfectly taught, or where the results appear to be unsatisfactory, if the payment of a portion of any grant which did not interfere with the pupil-teachers could be withheld upon the report of Her Majesty's inspector, I believe it would be very beneficial.

Means of increasing their efficiency.

Capitation grant.

The capitation grant, as at present administered, does not appear to bring with it a sufficient return. In some parishes in my district the money really is not wanted; and yet, as long as the grant is open for all those children who are present a certain number of days in a really good school, under a certificated teacher, the managers naturally seek for the grant, and appear to have a fair claim upon the country.

School fees.

There has been a small increase in the income derived from school fees. In 1856 the school fees amounted to 5,771*l.* 4*s.* 4¾*d.* in 265 schools, being an average of 21*l.* 8*s.* in each school. In the following year, 1857, the fees from

300 schools amounted to 7,158*l.* 3*s.* 2*d.*, being an average of 23*l.* 17*s.* 2*d.* During the past year, in 422 sets of schools, containing 40,554 children, the fees amounted to 11,251*l.* 0*s.* 10*d.*, which gives the average of 26*l.* 15*s.* on each school. These payments of the children might still afford a much larger source of income without injury to the working classes; for during the past year no less than $\frac{6}{10}$ of the whole number of children have paid only the sum of 1*d.* per week, whilst $\frac{3}{10}$ have paid 2*d.*, and the payments of $\frac{1}{10}$ only have exceeded the sum of 2*d.* per week for an education which is sound and good, and in the generality of instances fairly extensive.

Voluntary contributions.

The voluntary contributions continue to hold about the same proportion to the school payments as formerly. In the above-named 422 schools the voluntary subscriptions have been 16,231*l.* 11*s.* 6*d.*, making a total income from subscriptions and school fees of 27,482*l.* 12s. 4*d.*, which is an average of 65*l.* 4*s.* on each school.

Scheme for examination upon religious knowledge.

At the request of the school teachers, in my reports for 1853 and 1857, I published a scheme showing the particular portions of Holy Scripture and the Book of Common Prayer out of which the examinations for the different years of apprenticeship would be taken in my district. I see no cause to alter this scheme, and therefore take this opportunity of stating that the following will continue to guide me in setting the examination papers, until further notice be given to the contrary:—

Candidates for admission to repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture history.

End of First Year.

*The Bible, Old Test.*—Until the death of Moses.
„ *New Test.*—Leading points of one Gospel.
*The Prayer Book.*—General idea of Morning and Evening Service. Text of Church Catechism (as before), with Scriptural proofs of Creed, and accurate knowledge of Lord's Prayer.

End of Second Year.

*The Bible, Old Test.*—Until the death of Samuel.
„ *New Test.*—Fair knowledge of one Gospel.
*The Prayer Book.*—Morning and Evening Service, with Litany and Communion Service. Text of Church Catechism with Creed and Lord's Prayer (as before), and Ten Commandments, as explained in the duty towards God and our neighbour.

End of Third Year.

*The Bible, Old Test.*—Until revolt of Ten Tribes.
„ *New Test.*—One Gospel, with miracles and parables of our Blessed Saviour.
*The Prayer Book.*—General idea of the Book of Common Prayer. Catechism as before, with Scripture proof for Sacraments.

END of FOURTH YEAR.

*The Bible, Old Test.*—Until Captivity of Two Tribes.
" *New Test.*—One Gospel accurately, others generally, with some idea of their harmony.
*The Prayer Book.*—Book of Common Prayer, with Scripture proof for Church Catechism.

END of FIFTH YEAR.

*The Bible, Old Test.*—Until Malachi, inclusive.
" *New Test.*—Harmony of Gospels, with the Acts of the Apostles.
*The Prayer Book.*—Book of Common Prayer.

I have the honor to be, &c.

E. DOUGLAS TINLING.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* ESSEX, NORFOLK, *and* SUFFOLK.

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MY LORDS,

I HAVE the honor to present unto your Lordships a report on the Church schools inspected in the Eastern district of England, between the 1st of September 1860 and the 31st of August 1861. The number of places visited by myself was 131, viz.:—

| | |
|---|---|
| In Essex | 74 |
| In Norfolk | 23 |
| In Suffolk | 34 |
| Total | 131 |

Of these, 51 were in towns; 27 large villages; 53 small villages.

In which were inspected—

| —— | Essex. | Norfolk. | Suffolk. | Total. |
|---|---|---|---|---|
| Boys' Schools | 25 | 12 | 12 | 49 |
| Girls' „ | 21 | 9 | 7 | 37 |
| Mixed „ | 46 | 10 | 19 | 75 |
| Infant „ | 13 | 9 | 6 | 28 |
| Total | 105 | 40 | 44 | 189 |

The total number of children in these schools, when inspected, was—

| | |
|---|---|
| Boys | 11,314 |
| Girls | 7,774 |
| Total | 19,088 |

The number of miles travelled amounted to 3,388.

The Rev. F. Meyrick, my colleague, and the assistant inspector of the district, inspected in 174 places—

| | |
|---|---|
| In Essex | 40 |
| In Norfolk | 74 |
| In Suffolk | 60 |
| Total | 174 |

Of these, 26 were in large towns, 85 large villages, 63 small villages.

In which were inspected—

| | |
|---|---|
| Boys' schools | 28 |
| Girls' „ | 29 |
| Mixed „ | 146 |
| Infants' „ | 19 |
| Evening school | 1 |
| Industrial „ | 1 |
| Total | 224 |

The total number of children in these schools, when inspected, was—

| | |
|---|---|
| Boys | 7,726 |
| Girls | 8,117 |
| Total | 15,843 |

Thus the entire number of schools inspected in the district has been—

| | By the Rev. M. Mitchell. | By the Rev. F. Meyrick. | Total. |
|---|---|---|---|
| Boys' | 49 | 28 | 77 |
| Girls' | 37 | 29 | 66 |
| Mixed | 75 | 146 | 221 |
| Infants' | 28 | 19 | 47 |
| Night | — | 1 | 1 |
| Industrial | — | 1 | 1 |
| Total | 189 | 224 | 413 |

And the entire number of children:—

| | | | |
|---|---|---|---|
| Boys | 11,314 | 7,726 | 19,040 |
| Girls | 7,774 | 8,117 | 15,861 |
| Total | 19,088 | 15,843 | 34,901 |

The following table shows the places at which general examinations of pupil-teachers and candidates for apprenticeship were held, and the numbers that attended.

| — | Males. | | | | | | Females. | | | | | | Grand Total. | Parishes. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Candidates. | 1st Year. | 2nd Year. | 3rd Year. | 4th Year. | 5th Year. | Total. | Candidates. | 1st Year. | 2nd Year. | 3rd Year. | 4th Year. | 5th Year. | Total. | | |
| Fakenham | 2 | 5 | 1 | – | – | 1 | 9 | 2 | 3 | 3 | 2 | – | 1 | 11 | 20 | 10 |
| Saffron Walden | 2 | 1 | 6 | 4 | 4 | – | 17 | 7 | 4 | 2 | 2 | 3 | 1 | 19 | 36 | 13 |
| Great Yarmouth | 8 | 2 | 5 | 8 | 3 | 6 | 32 | 3 | 5 | 4 | 7 | 2 | 4 | 35 | 67 | 14 |
| Norwich | 12 | 8 | 7 | 4 | 3 | – | 34 | 27 | 18 | 4 | 10 | 5 | 3 | 67 | 101 | 33 |
| Lynn | 4 | 5 | 6 | 3 | 4 | 2 | 24 | 8 | 5 | 4 | 3 | 1 | 2 | 22 | 46 | 13 |
| Bury | 5 | 3 | 6 | 1 | 3 | – | 18 | 10 | 7 | 3 | 3 | 2 | 1 | 26 | 44 | 16 |
| Colchester | 4 | 3 | 3 | 3 | 5 | – | 18 | 4 | 2 | 1 | 3 | 3 | – | 13 | 31 | 11 |
| Halstead | 3 | 3 | 2 | 2 | 1 | 1 | 12 | 13 | 1 | 1 | 4 | 1 | 2 | 22 | 34 | 11 |
| Chelmsford | 7 | 4 | 3 | 2 | 2 | 1 | 19 | 7 | 2 | 3 | 4 | 2 | – | 18 | 37 | 17 |
| West Ham | 13 | 4 | 4 | 5 | 8 | – | 34 | 11 | 7 | 8 | 6 | 8 | – | 40 | 74 | 19 |
| Leigh | – | – | 1 | – | – | – | 1 | – | – | 1 | – | 2 | – | 3 | 4 | 2 |
| Ipswich | 8 | 7 | 4 | 8 | 5 | 5 | 37 | 12 | 9 | 6 | 12 | 11 | 2 | 52 | 89 | 31 |
| Saxmundham | – | 1 | 2 | 1 | 2 | 1 | 7 | – | – | 1 | – | 1 | – | 2 | 9 | 5 |
| Halesworth | – | 4 | 1 | 1 | – | 2 | 8 | 5 | 4 | 5 | 2 | 1 | 1 | 18 | 26 | 10 |
| Total | – | – | – | – | – | – | 270 | – | – | – | – | – | – | 348 | 618 | 205 |

The examinations at Fakenham and Saffron Walden were held by Mr. Meyrick.

The numbers last year were—

| Males. | Females. | Total. | Places. |
|---|---|---|---|
| 270 | 331 | 601 | 167 |

showing an increase this year of 17 pupil-teachers and candidates, and of 38 places, making applications.

Of the condition of the schools inspected by myself in the last year, I am enabled to make the following statement. I found in—

| — | Good. | Fair. | Moderate. | Bad. | Total. |
|---|---|---|---|---|---|
| Essex | 26 | 53 | 24 | 2 | — |
| Norfolk | 16 | 18 | 6 | — | — |
| Suffolk | 15 | 19 | 9 | 1 | — |
| Total | 57 | 90 | 39 | 3 | 189 |

In the moderate and bad schools are only four certificated teachers, of whom two had been appointed only immediately before my visit.

I am happy to report good progress in almost all of the schools. The work on paper is in general very fairly executed. The reading is improved, but there still remains the defect

of the uninteresting and unprofitable nature of the books supplied to the schools; and I am inclined to think that too much time is employed in repetitions of the mere elementary monosyllabic books.

The girls' schools have improved in needlework. A lady at Woodford Bridge furnished the girls' school with 40 dolls. which the girls dressed completely. I mention this as an example which may be profitably followed elsewhere. In general the religious knowledge is fair, as respects saying the catechism and having an outline acquaintance with Holy Scripture.

As a rule the oral teaching is better than the reading, writing, and arithmetic. In some schools, as might be expected, certain subjects are better taught than others. While able to report favourably of most schools, still in many sufficient attention is not paid to discipline, and too often matters of civilization and manners and a good and proper demeanour are overlooked, also cleanliness of person and neatness of dress. The provision for propriety and decency in the offices is often very inadequate, and in some schools due attention to cleaning the desks, washing the floors, &c., is not paid, so that the accumulation adds much to their unwholesome condition. New schools have been built at Parndon, Wangford, Belton, Catton, Tillingham, Hallesville, Epping, West Ham.

These are all very satisfactory, and most of them exceedingly handsome. The ventilators are in some schools stopped up on account of the draughts.

It is not necessary to revert to ventilation of schools or method of lighting, both of which need still the greatest attention, and on account of which I am much at issue with many of the managers. I trust they will see I can have no other motive than the health and comfort of the teachers and scholars,—points they have quite as much at heart as myself.

It is sometimes said that the school cannot be ill-ventilated, as it is very lofty and large. This is so common a mistake that I think it right to correct it; large rooms are not necessarily better ventilated than small ones. If shut up, the air becomes equally impure from the breathing of the children. Every room, large or small, is ill-ventilated if there be not sufficient openings to allow of the whole of the atmosphere being constantly changed by the admission of fresh air, and this not from passages or porches, but from the open.

The pupil-teachers promise to be a very valuable body. Few but have passed a very respectable examination on paper. Most of them have learned to repeat from 300 to 2,000 lines of poetry, and do it very well. At each general examination

I have called the attention of visitors to the fact that they do not appear to be in the least affected as to health, by the work they have to do, being quite as strong, both male and female, as the average of youths of their class.

The work required of them is by no means hurtful to their health. When health fails the defect may mostly be traced to constitutional defects, to bad ventilation of their schools or sleeping rooms, or from endeavouring to make up in the last six weeks or three months the deficiencies in the work that should have been regularly commenced at the beginning of the year, and continued all through it.

There is not the slightest occasion for going to bed late or getting up at untimely hours to perform the work required. Great part of it should be learned in the school by the practice of teaching, as history, geography, arithmetic, and grammar, and the rest is slight strain on the mind if properly proceeded with. The break-down takes place when a great deal is attempted by teachers ignorant how to teach. In my best schools with well-trained teachers, I hear no complaints of too much being demanded of the pupil-teachers, nor can it be justly alleged if any one will take the trouble to compare what is required of them in their simple English education, and what is done by any of the fourth, fifth, or sixth form boys in our public schools. It is absurd to talk of the *work* injuring their health. The pupil-teacher work in this district has always been kept to a very high standard, and we have introduced, as extra, the memoriter work of 1,000 or 2,000 lines, and yet I am enabled to report generally that the health of the pupil-teachers is excellent.

In the class list of Queen's scholars at the Christmas examination there were placed from all England,—

| | | | |
|---|---|---|---|
| Males - - - | 1st class 169 ; | 2nd class 299 ; | failed 180. |
| Females - - - | „ 202 ; | „ 331 | „ 264. |

In this district the numbers were—

| | | | |
|---|---|---|---|
| Males - - - | 1st class 12 ; | 2nd class 12. | |
| Females - - - | „ 12 ; | „ 7 ; | failed 4. |

Of these,—

| | Males. | | | | Teachers. |
|---|---|---|---|---|---|
| Wright, A. H. Saxmundham | - was in 5th place, being | | 7th candidate. | | Mr. G. Letting. |
| Kersey, H., Kesgrave - - | „ 8th | „ | „ 12th | „ | Mr. F. A. Kent. |
| Wilding, D., St. Matthew's, Ipswich | „ 11th | „ | „ 17th | „ | Mr. Jno. Evans. |
| Humbling, W. H., South Lynn, All Saints' - - - | „ 13th | „ | „ 22nd | „ | Mr. T. Flaxman. |
| Boldwin, G. T., Colchester, Blue | „ 20th | „ | „ 60th } | „ | Mr. F. Smith. |
| Finch, Alex., Colchester, Blue | „ 20th | „ | „ 60th } | „ | |

| | Females. | | | | | Teachers. |
|---|---|---|---|---|---|---|
| Day, Ada, Birch - - | was in | 2nd | place, being | 2nd | candidate. | Mr. Wm. Locke. |
| Gooch, H., Sudbury, All Saints' - - - | " | 14th | " " | 47th | " | |
| Phillips, E., Lynn, St. John's | " | 15th | " " | 54th | " | Miss M. Hayes. |
| Frampton, M. A., Mistley | " | 17th | " " | 69th | " | Mr. M. L. Sutcliffe. |
| Jones, E., Colchester, Blue | " | 17th | " " | 69th | " | Miss E. Farmer. |
| Sparkes, S., Stoke-by-Clare | " | 17th | " " | 69th | " | |
| Sewell, H., Hitcham - | " | 20th | " " | 93rd | " | |

It will be seen that there were more bracketed than usual this year.

Five years ago I commenced examining all inspected schools on paper; I have retained these results:—

The paper work of 309 schools in 266 parishes is in my hands, done in the last five years; they number 1,005 sets, worked each year as under:—

| | |
|---|---|
| In 1857 - - - - - - | 109 |
| 1858 - - - - - - | 185 |
| 1859 - - - - - - | 215 |
| 1860 - - - - - - | 237 |
| 1861 - - - - - - | 259 |
| Total - - - | 1,005 |

I calculate the number of separate papers is about 28,000, and on looking through the papers of each school, and judging from the dictation chiefly, I should say that—

| | |
|---|---|
| 33 - - - - - | are excellent. |
| 46 - - - - - | good. |
| 114 - - - - - | fair. |
| 37 - - - - - | pretty fair. |
| 19 - - - - - | moderately fair. |
| 60 - - - - - | moderate. |
| 309* | |

Of the 60 moderate and bad schools I find that 19 are at present under certificated teachers, but that only 5 have been under inspection during two years; the rest are either new schools, or have only lately been placed under inspection, or are under uncertificated teachers. I trust this statement, founded upon paper work done by the children in the presence of the inspector in the schools, may be deemed satisfactory.

The number of schools working on paper has much increased, and the number of children in each several school. In the best schools, except that more children are set to the work on

* The discrepancy between this report and the one made for the year above is to be accounted for by the former including papers supplied by the assistant inspector, and includes the whole district, while the latter only includes my own work.

paper, there is not any very perceptibly great improvement, but in the other schools the progress is very manifest. In 1857 the dictation was set from the reading books of the school; in 1860 I began to use paragraphs from newspapers; this trial is much more difficult, but two-thirds of the schools inspected are able to write fairly (the 1st class) from 15 to 20 lines in 20 minutes, the 2nd class writing the same quantity from their reading book, and their work is now almost equal to the work the 1st class used to perform in 1857. The ciphering, grammar, and geography, and scriptural knowledge have kept pace with the dictation.

The reading, as I have already stated, has improved, and though the children, even of the upper classes, may not, as a rule, read positively well, yet they read in such a way as to be able to understand whatever books and newspapers may come in after-life under their observation.

Moreover the absence of geography, grammar, and history by no means implies the presence of reading, writing, and arithmetic, since in those schools in which the higher subjects are well taught, the lower are, also for the most part, the best attended to.

There can be no doubt that the attention that has been drawn to the elementary subjects, and to the teaching of the lower classes during the last year, will produce good results, and that the schools, already much improved in every respect, will yet further improve in the time to come.

I have the honor to be, &c.

M. MITCHELL.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. J. J. BLANDFORD, B.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* NORTHAMPTON, RUTLAND, LINCOLN, NOTTINGHAM, LEICESTER, *and* DERBY.

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MY LORDS, January 1862.

I HAVE the honor to present to your Lordships a report of the schools inspected by myself and my colleague the Rev. H. B. Barry, between 31st August 1860 and 31st August 1861.

Number of schools inspected.

The number of schools (*i. e.* of institutions held in separate buildings and separately managed) that have been inspected, is 359. Of these 104 are boys', 102 girls', 68 infants', 230 mixed, making a total of 504 schools in which separate teachers are employed.

Number of children present at inspection.

There were present at the examinations 24,777 males, 22,077 females; the average attendance was 21,049 males, and 18,483 females.

All schools liable to inspection should be visited.

With the exception of 17, the foregoing are schools to which annual grants are due. It is to be regretted that provision cannot be made for the inspection of schools to which annual grants are not due; the managers desire it, and a visit even once in two years would encourage them, and tend to effect improvement.

Annual income and expenditure of 351 schools.

The aggregate annual income of 351 schools, as stated by the managers, is 33,992*l.* 11*s.* 8*d.* Of this sum 13,750*l.* 1*s.* 8*d.* arises from voluntary contributions, 13,880*l.* 4*s.* 1*d.* from school pence, 2,764*l.* 19*s.* 9*d.* from endowments, and 3,597*l.* 2*s.* 2*d.* from other sources.

The total expenditure of these 351 schools amounts to 38,736*l.* 16*s.* 11*d.* Of this sum 28,431*l.* 16*s.* 5*d.* was paid in salaries, 2,598*l.* 14*s.* 3*d.* in books and apparatus, and 7,796*l.* 6*s.* 3*d.* in miscellaneous items of expenditure.

Average salary of certificated masters and mistresses.

The average salary of certificated masters is 88*l.* 2*s.* 7*d.*, of mistresses, 59*l.* 11*s.* 3*d.*, of infant school teachers, 55*l.* 3*s.* 7*d.*

Number of certificated teachers, probationers, and assistants.

The number of certificated teachers is 399, of probationary 22, of assistant teachers, 11.

Certificated teachers do not ordina-

I have to report favorably of the attention of certificated teachers to their schools. It has been remarked that there is a general tendency amongst them to pay undue attention to

rily neglect the lower classes.

the upper classes, whilst the lower part of the school is neglected or left to the pupil-teachers. That this does occur in some schools where there are certificated teachers is true; that it is generally or often the case is contrary to the experience I have had in examining their schools. Whenever such neglect has been detected at the inspection, the attention of the teacher has been strongly drawn to the circumstances, as indicating a very imperfect conception on his or her part of the duties of a teacher. Both my colleague and myself make, as far as we can, a careful examination of every class, and form our estimate of the state of the school not simply from the results of the examination of the upper classes, but from the proportionate progress of all.

Pupil-teachers.

The number of pupil-teachers in this district is 672. Collective examinations have been held in the course of the year at Northampton, Lincoln, Grantham, Spalding, Boston, Nottingham, Leicester, and Derby.

Pupil-teachers are not over-worked.

It has been asserted that the apprentices are worked too hard, and that their health suffers in consequence. If those who (probably on very insufficient grounds) are impressed with this idea could be present at one of the collective examinations, they would, I think, change their opinion. Nothing is more striking on these occasions, even to a casual observer, than the cheerful and healthy looks both of the male and female apprentices. In cases where a pupil-teacher has been obliged to withdraw from apprenticeship on account of ill health, it would generally be found on inquiry that there was some predisposing cause, and that, had due care been taken by the managers of the school to ascertain previously the candidate's health, he or she ought never to have been apprenticed. Cases like these are sure to be made the most of; the cry is raised that the pupil-teachers are being over-worked, and a vast deal of commiseration is bestowed upon them, for which there is no sort of need whatever.

Names of successful candidates for Queen's scholarships.

I subjoin a list of the successful candidates for Queen scholarships at the Christmas examination in 1860, as they are placed in the order of merit in the official list:—

MALES.—*First Class.*

| | |
|---|---|
| Crofts, James | Derby, Trinity School. |
| Pepper, Charles | Leicester, County School. |
| Wallis, William | Hathern. |
| Wildbore, John | Derby, Trinity. |
| Johnson, John M. | Skirbeck. |
| Sewell, Frederic | Spalding. |
| Watson, William | Nottingham, St. Mary's. |
| Allread, Edward | Belper. |

*Second Class.*

| | |
|---|---|
| Law, John S. | Northampton, All Saints'. |
| Boyles, John | Thurlaston. |
| Knibbs, Henry | Northampton, All Saints'. |
| Tyres, William | Hathern. |
| Ponton, William | Sturton. |
| Collishaw, James | Sneinton. |
| Wright, William | Brockles by Park. |
| Pallmore, Samuel | Leicester, Laxton Street. |
| Gregory, Edward B. | Horncastle. |
| Lewis, Joseph | Burbage. |
| Stowe, Jesse | Rockingham. |
| Adland, John | Weston, St. Mary's. |
| Green, William | Skellingthorpe. |
| Machin, John H. | Boston. |
| Stafford, John S. | New Radford. |
| Clifton, Charles F. | Boston. |

FEMALES.—*First Class.*

| | |
|---|---|
| Taylor, Sarah | Ironville. |
| Rice, Esther | Spalding. |
| Hodgkinson, Cassandra | Ashburne. |
| Gadsby, Jane | Derby, Trinity. |
| Knowles, Jeanetta K. | Ashby-de-la-Zouch. |
| Jennings, Elizabeth | Sutton-in-Ashfield. |
| Mitchell, Sarah H. | Oakham. |
| Peach, Elizabeth | Lenton. |
| Hibbet, Mary A. | Exton. |
| Mills, Elizabeth | Oakham. |
| Webber, Annie | Northampton, All Saints'. |
| Hammond, Elizabeth | Boston. |
| Moverley, Ann | Ollerton. |
| Shaw, Mary A. | Ilkeston. |
| Smith, Elizabeth | Southwell. |
| Cross, Emily | Nottingham, St. James' Infant S. |

*Second Class.*

| | |
|---|---|
| Parr, Sarah Ann | Nottingham, St. Mary's. |
| Aaron, Elizabeth | Leicester, County School. |
| Warsop, Elizabeth A. | Boston West, Infant School. |
| Saul, Elizabeth | Castle Hill. |
| Robinson, Catherine | Peterborough N.S. |
| Wain, Fanny | Derby, St. Paul's. |
| Addicott, Mary Ann | Nottingham, Trinity. |
| Linnell, Caroline | Northampton, St. Catherine's. |
| Chesterton, Mary F. | Leicester, Knighton Street. |
| Smith, Eliza | Boston, N.S. |
| Beck, Ann M. | Leicester, County School. |
| Pringle, Mary T. | Lenton, NS. |
| Wragg, Sarah A. | Lenton, N.S. |
| Chambers, Elizabeth | Northampton, All Saints |
| Camm, Emma | Newark, Christ Church. |
| Peat, Agnes | Allestree. |
| Fyles, Alice | Scotter and Scotton. |
| Ostler, Mary Ann | Skirbeck. |
| Tonge, Mary Jane | Lincoln, Miss Cookson's. |

From the foregoing list it will be seen that 8 males, 16 females, were placed in the first class, and 16 males, 19 females, were placed in the second.

Pupil-teachers difficult to be obtained in some localities.

In some localities great difficulty is experienced by managers of schools in getting pupil-teachers to supply the places of those whose apprenticeship has terminated, but ordinarily there does not appear to be much difficulty in filling up the vacancies when they occur.

## Training Schools.

Derby and Lichfield Diocesan.

The Derby and Lichfield Diocesan Training School was examined by the Rev. F. C. Cook and myself in June.* A large lecture room has been recently built; it was much needed, and will add greatly to the comfort of the students and to the efficiency of the institution. We were much pleased with the manner in which this training school is conducted, especially with the thorough sympathy and union existing amongst the students themselves, and between them and the officers of the institution. I have to report favourably of the mistresses who have been trained here, and who are now in charge of schools; they appear to carry out in their conduct and in their teaching those sound principles which it has always been the aim of the authorities of the institution to instil into them.

Lincoln Diocesan.

The training school for mistresses at Lincoln will be ready for the reception of students in January 1862. Its establishment will give an impetus to education in this county.

Peterborough Diocesan.

The training school at Peterborough for male teachers was visited by the Rev. B. M. Cowie, Her Majesty's Inspector, in September 1860.† I regret I was unable to make arrangements that year for meeting him. The students are at present taught in a house which is used temporarily for that purpose; but new buildings are about to be erected, the plans of which have been submitted to your Lordships. Mr. Cowie reports favourably of the general progress of the institution.

Rev. Canon Fry's establishment.

In addition to the above public training schools there is Canon Fry's establishment, in Leicester. This, though in one sense it is a private institution, being originally established and conducted by Canon Fry alone, yet, from the length of time it has been in operation, from the confidence placed in him by all parties, and from the invaluable services he has rendered and is still rendering in the cause of education, both he and his training school are almost regarded as public pro-

* *See* Mr. Cook's report, p. 329.

† *See* Mr. Cowie's report, p. 301.

perty;—an institution, as it were, to which all who are engaged in promoting education have a prescriptive right to apply for advice and assistance in reference to their schools.

Withholding teachers' certificates for two years beneficial.

The withholding teachers' certificates until they have been two years in charge of a school, upon which two successive favourable reports have been made, has been productive of much good. In some cases I have felt obliged to recommend the withholding the certificate either from the unsatisfactory state of the school, or from the want of skill in the teacher.

Revision of Certificates.

I am glad to be able to report that a considerable majority of teachers have had the degree of their certificates raised at the quinquennial revision of the same.

## Night Schools.

There are very few night schools under inspection, but there are many in operation the managers of which, from a variety of causes, are unable to avail themselves of aid from your Lordships. Any means which could be devised for assisting these schools to a greater extent would be considered a great boon. The prohibiting the master, if he has pupil-teachers, from assisting in the evening school, except upon conditions which, so far as country schools are concerned, can seldom be fulfilled, effectually precludes the managers from availing themselves of assistance from the state.

Scholars' certificates.

The scholars' certificates, which are given to the children on certain conditions, as testimonials of good conduct and attainments, are valued by themselves and by their parents. I have ascertained in several cases that the holders of these certificates are conducting themselves well, but the prospect of gaining them does not appear to have had any appreciable influence in inducing the parents to allow their children to remain longer in school than otherwise they would have done without them. Those who gain the certificates would in most cases have remained in the school the same time, whether such inducement had been held out or not.

Since the year 1856 only 293 certificates have been given.

Prize schemes.

The annual examination of the candidates for the prizes awarded by the Coal and Iron Masters' Association amongst the schools of the mining districts of Derbyshire, Leicestershire, and Nottinghamshire, was held, by the usual kind permission of the Rev. E. M. Wade, in Holy Trinity School, Derby, in the month of June 1861.

The total number of candidates who presented themselves for examination was 129; viz., 82 boys, 47 girls, a greater number than had previously ever been assembled together on similar occasions.

The number of successful candidates was 96; viz., boys, 60, girls, 36. The following is an abstract of the Prize Account:—

| Schools. | No. of successful Candidates. | Amount of Prizes. | | | Expense of Conveyance. | | | Total. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | £ | s. | d. | £ | s. | d. | £ | s. | d. |
| Alfreton | 2 | 2 | 0 | 0 | 0 | 17 | 6 | 2 | 17 | 6 |
| Clay Cross Company's | 15 | 18 | 0 | 0 | 2 | 13 | 4 | 20 | 13 | 4 |
| Coalville and Snibstone | 5 | 5 | 0 | 0 | 2 | 14 | 0 | 7 | 14 | 0 |
| Codnor and Loscoe | 7 | 7 | 0 | 0 | 0 | 16 | 3 | 7 | 16 | 3 |
| Coleorton | 3 | 3 | 0 | 0 | 2 | 5 | 0 | 5 | 5 | 0 |
| Cossall | 2 | 2 | 0 | 0 | 0 | 8 | 4 | 2 | 8 | 4 |
| Eastwood | 14 | 21 | 0 | 0 | 3 | 4 | 0 | 24 | 4 | 0 |
| Griffydam | 2 | 3 | 0 | 0 | 1 | 5 | 6 | 4 | 5 | 6 |
| Heanor | 2 | 2 | 0 | 0 | 0 | 10 | 10 | 2 | 10 | 10 |
| Ilkeston | 7 | 7 | 0 | 0 | 1 | 0 | 0 | 8 | 0 | 0 |
| Ironville | 13 | 15 | 0 | 0 | 2 | 10 | 0 | 17 | 10 | 0 |
| Ravenstone | 1 | 1 | 0 | 0 | 0 | 18 | 0 | 1 | 18 | 0 |
| Riddings | 2 | 2 | 0 | 0 | 0 | 12 | 6 | 2 | 12 | 6 |
| Ripley | 13 | 16 | 0 | 0 | 1 | 12 | 6 | 17 | 12 | 6 |
| Shipley and Cotmanhay | 4 | 4 | 0 | 0 | 0 | 18 | 9 | 4 | 18 | 9 |
| Trowell | 2 | 2 | 0 | 0 | 0 | 12 | 0 | 2 | 12 | 0 |
| Whitwick | 2 | 2 | 0 | 0 | 1 | 7 | 0 | 3 | 7 | 0 |
| Total | 96 | 112 | 0 | 0 | 24 | 5 | 6 | 136 | 5 | 6 |

Distributed in 3*l.* prizes, 6*l.*; 2*l.* prize, 26*l.*; 1*l.* prizes, 79*l.*; 10*s.* prizes, 1*l.* Total, 112*l.*

After the distribution of the prizes the children went to the Arboretum, where they greatly enjoyed themselves. Before they returned home the teachers and the successful candidates had tea in the refreshment room belonging to the Midland Railway Company.

pitation nts. I conclude this report by subjoining a list of schools that have received the capitation grant during the past year.

Schools in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants, and Number of Children on whom such Grants have been paid, from 31 August 1860 to 31 August 1861.

| Name of School. | Number of Children who have attended 176 Days and upwards. | Grant. | | |
|---|---|---|---|---|
| | | £ | s. | d. |
| Northamptonshire. | | | | |
| Abthorpe | 28 | 7 | 18 | 0 |
| Barnack | 42 | 11 | 18 | 0 |
| Bisbrooke | 9 | 2 | 5 | 0 |
| Brayfield on the Green | 33 | 8 | 5 | 0 |
| Brington | 36 | 10 | 5 | 0 |
| Bugbrooke | 68 | 19 | 2 | 0 |
| Burton Latimer | 20 | 5 | 0 | 0 |
| Byfield | 33 | 6 | 0 | 0 |
| Cranford | 26 | 7 | 1 | 0 |
| Croughton | 31 | 7 | 15 | 0 |
| Evenly | 27 | 7 | 16 | 0 |

| Name of School. | Number of Children who have attended 176 Days and upwards. | Grant. £ | s. | d. |
|---|---|---|---|---|
| Eydon | 50 | 12 | 10 | 0 |
| Finedon | 102 | 26 | 17 | 0 |
| Harleston | 23 | 6 | 10 | 0 |
| Harpole | 50 | 14 | 1 | 0 |
| Helpstone | 49 | 13 | 17 | 0 |
| Kettering | 131 | 32 | 15 | 0 |
| „ North End | 20 | 5 | 0 | 0 |
| King's Sutton | 39 | 10 | 18 | 0 |
| Kislingbury | 20 | 5 | 15 | 0 |
| Lowick | 8 | 2 | 6 | 0 |
| Middleton Cheney | 46 | 12 | 13 | 0 |
| Milton | 34 | 9 | 11 | 0 |
| Moulton and Overstone | 45 | 13 | 1 | 0 |
| Northampton, All Saints' | 174 | 43 | 0 | 0 |
| „ St. Andrew's | 109 | 12 | 10 | 0 |
| „ St. Catherine's | 30 | 9 | 10 | 0 |
| „ St. Edmund's | 45 | 11 | 5 | 0 |
| „ St. Peter's | 43 | 10 | 15 | 0 |
| „ St. Sepulchre's | 45 | 12 | 3 | 0 |
| „ South Quarter | 30 | 7 | 10 | 0 |
| Oundle | 50 | 13 | 19 | 0 |
| Paston | 29 | 8 | 1 | 0 |
| Peterborough, Practising School | 43 | 12 | 18 | 0 |
| „ National | 67 | 18 | 12 | 0 |
| „ Infants' | 78 | 15 | 12 | 0 |
| „ St. John's | 64 | 12 | 16 | 0 |
| „ New England | 58 | 16 | 1 | 0 |
| Raunds | 17 | 4 | 17 | 0 |
| Rockingham | 29 | 8 | 5 | 0 |
| Thornhaugh | 10 | 2 | 10 | 0 |
| Thrapstone | 50 | 14 | 3 | 0 |
| Titchmarsh | 20 | 5 | 14 | 0 |
| Towcester | 25 | 7 | 10 | 0 |
| Wellingborough | 47 | 13 | 19 | 0 |
| Woodford | 30 | 8 | 6 | 0 |
| Woodford-cum-Membris | 43 | 12 | 9 | 0 |
| Total | 2,106 | 541 | 4 | 0 |
| **Rutlandshire.** | | | | |
| Cottesmore | 30 | 8 | 0 | 0 |
| Oakham | 102 | 26 | 19 | 0 |
| Uppingham | 56 | 15 | 12 | 0 |
| Total | 188 | 50 | 11 | 0 |
| **Lincolnshire.** | | | | |
| Alford | 21 | 6 | 6 | 0 |
| Alkborough | 30 | 8 | 7 | 0 |
| Bardney, Kitching's Charity | 14 | 3 | 17 | 0 |
| Barton-on-Humber | 87 | 20 | 14 | 0 |
| Bassingham | 35 | 9 | 16 | 0 |
| Belleau | 33 | 8 | 17 | 0 |
| Bolingbroke | 9 | 2 | 5 | 0 |
| Boston, National | 134 | 33 | 10 | 0 |
| „ East | 24 | 6 | 0 | 0 |
| „ West | 78 | 17 | 15 | 0 |
| Bottesford | 40 | 11 | 9 | 0 |
| Brigg | 104 | 26 | 0 | 0 |
| Brocklesby | 28 | 8 | 4 | 0 |
| Butterwick (West) | 15 | 4 | 10 | 0 |
| Caistor | 17 | 2 | 10 | 0 |
| Claypole | 50 | 14 | 0 | 0 |
| Colsterworth | 18 | 5 | 0 | 0 |
| Covenham | 6 | 1 | 13 | 0 |
| Deeping St. James | 49 | 12 | 5 | 0 |
| Epworth | 24 | 6 | 0 | 0 |
| Friskney | 12 | 3 | 5 | 0 |
| Gainsborough | 58 | 16 | 10 | 0 |
| Gedney Drove End | 4 | 1 | 2 | 0 |
| Grantham, National | 120 | 28 | 10 | 0 |
| „ Brownlow | 34 | 8 | 10 | 0 |
| „ Welby | 46 | 11 | 10 | 0 |

| Name of School. | Number of Children who have attended 176 Days and upwards. | Grant. £ | s. | d. |
|---|---|---|---|---|
| Grimsby | 12 | 3 | 0 | 0 |
| Hale Magna | 26 | 3 | 0 | 0 |
| Halton Holgate | 5 | 1 | 9 | 0 |
| Harmston | 22 | 6 | 4 | 0 |
| Horncastle | 72 | 17 | 2 | 0 |
| Laceby | 20 | 5 | 12 | 0 |
| Lincoln, Central | 57 | 16 | 5 | 0 |
| " Miss Cookson's | 41 | 10 | 5 | 0 |
| " North District | 114 | 27 | 10 | 0 |
| Lissington | 10 | 2 | 10 | 0 |
| Long Sutton | 29 | 7 | 5 | 0 |
| Louth | 57 | 16 | 8 | 0 |
| " Infants' | 22 | 5 | 10 | 0 |
| Market Rasen | 25 | 7 | 10 | 0 |
| Marsh Chapel | 20 | 5 | 10 | 0 |
| Messingham | 29 | 8 | 2 | 0 |
| Nettleham | 20 | 5 | 14 | 0 |
| New Holland | 14 | 4 | 0 | 0 |
| Ormsby | 14 | 3 | 15 | 0 |
| Owston | 27 | 7 | 12 | 9 |
| Partney | 11 | 2 | 19 | 0 |
| Pinchbeck, East | 32 | 8 | 14 | 0 |
| " West | 11 | 3 | 0 | 0 |
| Revesby | 21 | 6 | 0 | 0 |
| Ruskington | 26 | 7 | 5 | 0 |
| Saxby | 11 | 3 | 2 | 0 |
| Scotter and Scotton | 34 | 9 | 15 | 0 |
| Skirbeck | 66 | 18 | 9 | 0 |
| Sleaford | 46 | 13 | 16 | 0 |
| " Infants' | 38 | 9 | 10 | 0 |
| Spalding | 74 | 20 | 6 | 0 |
| Spilsby | 58 | 16 | 3 | 0 |
| Spittlegate | 32 | 8 | 0 | 0 |
| Stamford | 21 | 5 | 5 | 0 |
| Swaby | 16 | 4 | 0 | 0 |
| Timberland | 2 | 10 | 0 | 0 |
| Waddington | 23 | 6 | 7 | 0 |
| Wainfleet, All Saints' | 29 | 8 | 2 | 0 |
| " St. Mary's | 20 | 3 | 10 | 0 |
| Welton-le-Wold | 20 | 5 | 12 | 0 |
| Welton, near Lincoln | 11 | 3 | 6 | 0 |
| West Keal | 9 | 2 | 10 | 0 |
| Weston, St. Mary's | 25 | 6 | 19 | 0 |
| Winteringham | 37 | 10 | 5 | 0 |
| Winterton | 19 | 5 | 8 | 0 |
| Withern | 29 | 7 | 19 | 0 |
| Wrawby | 30 | 8 | 7 | 0 |
| Total | 2,477 | 656 | 17 | 0 |
| **Nottinghamshire.** | | | | |
| Averham | 10 | 2 | 16 | 0 |
| Balderton | 24 | 6 | 17 | 0 |
| Basford | 54 | 15 | 7 | 0 |
| Beckingham | 10 | 2 | 16 | 0 |
| Beeston | 91 | 24 | 5 | 0 |
| Besthorpe | 5 | 1 | 8 | 0 |
| Bingham | 88 | 23 | 18 | 0 |
| Carrington | 12 | 3 | 12 | 0 |
| Collingham | 41 | 11 | 10 | 0 |
| Costock | 4 | 0 | 18 | 4 |
| Cropwell Butler | 10 | 2 | 13 | 0 |
| Eastwood | 76 | 20 | 5 | 0 |
| Epperstone | 10 | 2 | 10 | 0 |
| Gringley on the Hill | 20 | 5 | 15 | 0 |
| Hawksworth | 15 | 4 | 2 | 0 |
| Hucknall Torkard | 49 | 26 | 5 | 0 |
| Hyson Green | 105 | 4 | 0 | 0 |
| Kingston-on-Soar | 16 | 13 | 18 | 0 |
| Langar | 8 | 2 | 0 | 0 |
| Lenton | 177 | 44 | 5 | 0 |
| Lowdham | 22 | 6 | 2 | 0 |

| Name of School. | Number of Children who have attended 176 Days and upwards. | Grant. £ | s. | d. |
|---|---|---|---|---|
| Mansfield Woodhouse | 22 | 6 | 12 | 0 |
| Mattersey | 2 | 0 | 11 | 0 |
| Newark, National | 44 | 13 | 4 | 0 |
| " Haughton Road | 162 | 37 | 4 | 0 |
| " King's Street | 26 | 6 | 10 | 0 |
| North Wheatley | 14 | 3 | 19 | 0 |
| Nottingham, St. John's | 99 | 24 | 8 | 0 |
| " St. Mary's | 207 | 45 | 0 | 0 |
| " St. Matthew's | 49 | 10 | 0 | 0 |
| " Trinity | 252 | 54 | 0 | 0 |
| " Trinity Branch School | 34 | 8 | 10 | 0 |
| " Rutland Street | 50 | 12 | 10 | 0 |
| " Girls' School of Industry | 50 | 12 | 10 | 0 |
| " St. Nicholas | 79 | 21 | 4 | 0 |
| " St. Peter's | 74 | 21 | 0 | 0 |
| Ollerton | 86 | 24 | 0 | 0 |
| Radford (New) | 106 | 27 | 5 | 0 |
| Retford (East) | 66 | 17 | 19 | 0 |
| Sneinton | 50 | 15 | 0 | 0 |
| Southwell | 70 | 19 | 12 | 0 |
| Stapelford, St. John's | 69 | 19 | 4 | 0 |
| Sturton | 14 | 3 | 10 | 0 |
| Sutton Bonnington | 68 | 16 | 9 | 0 |
| Sutton-in-Ashfield | 89 | 22 | 10 | 0 |
| Trowell | 26 | 7 | 1 | 0 |
| Worksop, Abbey School | 20 | 8 | 4 | 0 |
| " Castle Hill | 47 | 11 | 15 | 0 |
| " Rectory School | 30 | 7 | 10 | 0 |
| Total | 2,705 | 701 | 14 | 4 |
| **Leicestershire.** | | | | |
| Ashby-de-la-Zouch | 117 | 25 | 18 | 0 |
| Asfordby | 20 | 5 | 14 | 0 |
| Barkby | 28 | 7 | 14 | 0 |
| Barkstone | 37 | 9 | 7 | 0 |
| Barrow-on-Soar | 33 | 8 | 5 | 0 |
| Belgrave | 57 | 14 | 7 | 0 |
| Birstall | 31 | 7 | 15 | 0 |
| Burbage | 23 | 6 | 18 | 0 |
| Castle Donnington | 88 | 24 | 8 | 0 |
| Coalville | 71 | 16 | 15 | 0 |
| Earl's Shilton | 47 | 13 | 9 | 0 |
| Gilmorton | 34 | 9 | 10 | 0 |
| Great Glenn | 47 | 12 | 10 | 0 |
| Hathern | 40 | 11 | 6 | 0 |
| Higham-on-the-Hill | 26 | 6 | 10 | 0 |
| Hinckley | 92 | 19 | 17 | 0 |
| Humberstone | 28 | 7 | 15 | 0 |
| Husband's Bosworth | 36 | 10 | 2 | 0 |
| Kegworth | 59 | 16 | 0 | 0 |
| Kilworth Harcourt | 50 | 12 | 19 | 0 |
| Kilworth (North) | 19 | 5 | 6 | 0 |
| " (South) | 17 | 4 | 18 | 0 |
| Kirby Muxloe | 17 | 4 | 16 | 0 |
| Knipton | 12 | 3 | 7 | 0 |
| Leicester, County School | 204 | 44 | 0 | 0 |
| " St. John's | 166 | 36 | 2 | 0 |
| " Knighton Street | 107 | 20 | 0 | 0 |
| " St. Margaret's | 56 | 14 | 14 | 0 |
| " St. Martin's | 94 | 24 | 5 | 0 |
| " St. Mary's, Laxton Street | 192 | 41 | 5 | 0 |
| " St. Mary's, Old Schools | 68 | 18 | 8 | 0 |
| Loughborough, Emmanuel School | 152 | 22 | 16 | 0 |
| Lubenham | 22 | 6 | 2 | 0 |
| Lutterworth | 18 | 4 | 10 | 0 |
| Market Harborough | 73 | 20 | 13 | 0 |
| Melton | 74 | 22 | 18 | 0 |
| Nailstone | 18 | 4 | 10 | 0 |
| " Infants' | 23 | 5 | 15 | 0 |
| Queensborough | 2 | 0 | 12 | 0 |
| Sharnford | 12 | 3 | 7 | 0 |

| Name of School. | Number of Children who have attended 176 Days and upwards. | Grant. £ | s. | d. |
|---|---|---|---|---|
| Sheepshed | 84 | 21 | 10 | 0 |
| Sileby | 78 | 16 | 17 | 0 |
| Syston | 47 | 14 | 2 | 0 |
| Thurlaston | 52 | 13 | 16 | 0 |
| Thurmaston | 52 | 14 | 3 | 0 |
| Waltham | 32 | 9 | 0 | 0 |
| Whatton, Long | 48 | 13 | 6 | 0 |
| Wigston Magna | 76 | 17 | 13 | 0 |
| Whitwick | 45 | 23 | 3 | 0 |
| Woodhouse Eaves | 41 | 11 | 6 | 0 |
| Total | 2,856 | 709 | 10 | 0 |
| **Derbyshire.** | | | | |
| Alfreton | 18 | 5 | 2 | 0 |
| Alkmonton | 9 | 2 | 5 | 0 |
| Allestree | 60 | 15 | 0 | 0 |
| Ashburne (1860) | 60 | 15 | 0 | 0 |
| „ (1861) | 66 | 18 | 0 | 0 |
| Ashover Hill | 9 | 2 | 14 | 0 |
| Aston on Trent | 20 | 5 | 12 | 0 |
| Bakewell | 8 | 2 | 0 | 0 |
| Beighton and Mackenthorpe | 18 | 5 | 4 | 0 |
| Belper | 75 | 20 | 5 | 0 |
| Bentley | 20 | 5 | 10 | 0 |
| Bonsall | 26 | 6 | 10 | 0 |
| Brackenfield | 19 | 5 | 6 | 0 |
| Brailsford | 35 | 9 | 17 | 0 |
| Brassington | 11 | 3 | 4 | 0 |
| Castleton | 17 | 4 | 17 | 0 |
| Chapel-en-le-Frith (1860) | 53 | 14 | 7 | 0 |
| „ (1861) | 33 | 8 | 5 | 0 |
| Charlesworth | 28 | 7 | 0 | 0 |
| Chesterfield, National | 55 | 15 | 3 | 0 |
| „ Victoria | 10 | 2 | 10 | 0 |
| Claycross, St. Bartholomew's | 12 | 3 | 0 | 0 |
| Codnor | 44 | 11 | 0 | 0 |
| Codnor and Loscoe | 30 | 9 | 0 | 0 |
| Crich | 42 | 14 | 6 | 0 |
| Derby and Lichfield Diocesan Practising School | — | — | | |
| Derby, All Saints' | 109 | 27 | 19 | 0 |
| „ St. Alkmund's | 90 | 25 | 0 | 0 |
| „ Christ's Church | 115 | 28 | 0 | 0 |
| „ Curzon Street | 135 | 32 | 0 | 0 |
| „ Devonshire Street | 41 | 12 | 6 | 0 |
| „ St. Michael's | 19 | 4 | 15 | 0 |
| „ St. Peter's | 60 | 16 | 19 | 0 |
| „ Siddal's Lane | 33 | 8 | 5 | 0 |
| „ St. Paul's | 57 | 16 | 6 | 0 |
| „ Trinity | 378 | 67 | 10 | 0 |
| Doveridge | 16 | 4 | 0 | 0 |
| Draycott and Wilne | 128 | 30 | 8 | 0 |
| Duffield | 41 | 12 | 6 | 0 |
| Edale | 11 | 3 | 1 | 0 |
| Grassmore | 19 | 4 | 15 | 0 |
| Hathersage | 30 | 9 | 0 | 0 |
| Hayfield | 15 | 4 | 7 | 0 |
| Heage | 15 | 3 | 15 | 0 |
| Heanor | 68 | 17 | 0 | 0 |
| Horsley | 27 | 6 | 15 | 0 |
| Hullaud | 31 | 8 | 8 | 0 |
| Ilkeston | 62 | 17 | 2 | 0 |
| Ironville | 151 | 36 | 12 | 0 |
| Little Eaton | 58 | 16 | 3 | 0 |
| Long Eaton (1860) | 68 | 15 | 11 | 0 |
| „ (1861) | 24 | 7 | 3 | 0 |
| Longford | 15 | 4 | 4 | 0 |
| Lullington | 27 | 7 | 11 | 0 |
| Matlock, Bath | 56 | 15 | 3 | 0 |
| Measham | 41 | 20 | 17 | 0 |
| Melbourne | 68 | 19 | 10 | 0 |

| Name of School. | Number of Children who have attended 176 Days and upwards. | Grant. |
|---|---|---|
| | | £ s. d. |
| Middleton-by-Wirksworth | 33 | 8 19 0 |
| Newhall | 34 | 9 12 0 |
| New Mills, St. George | 24 | 6 17 0 |
| Normanton | 21 | 5 5 0 |
| Ockbrooke | 13 | 3 13 0 |
| Parwich | 24 | 6 19 0 |
| Riddings | 71 | 19 17 0 |
| Ripley | 133 | 35 15 0 |
| Sawley | 69 | 15 14 0 |
| Scropton | 21 | 5 18 0 |
| Shipley and Cotmanhay | 87 | 20 3 0 |
| Shirley | 18 | 4 10 0 |
| Smalley | 6 | 1 16 0 |
| South Darley | 22 | 5 10 0 |
| Spondon | 48 | 12 19 0 |
| Stanton-by-Dale | 27 | 6 15 0 |
| Stapenhill | 10 | 2 10 0 |
| Staveley | 32 | 9 12 0 |
| Staveley Works | 90 | 24 4 0 |
| Tibshelf | 17 | 4 18 0 |
| Tideswell | 52 | 12 10 0 |
| Whitfield | 110 | 24 1 0 |
| Whitwell (1860) | 7 | 2 2 0 |
| ,, (1861) | 7 | 2 2 0 |
| Wirksworth | 74 | 16 9 0 |
| Yeaveley | 4 | 1 0 0 |
| Total | 3,840 | 982 18 0 |

Summary of the foregoing.

| County. | Grant. | Number of Children who have attended 176 Days and upwards. |
|---|---|---|
| | £ s. d. | |
| Northamptonshire | 541 4 0 | 2,106 |
| Rutland | 50 11 0 | 188 |
| Lincolnshire | 656 17 0 | 2,477 |
| Nottinghamshire | 701 14 4 | 2,705 |
| Leicestershire | 709 10 0 | 2,856 |
| Derbyshire | 982 18 0 | 3,840 |
| Total | £3,642 14 4 | 14,172 |

I have the honor to be, &c.

J. J. Blandford.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. W. H. BROOKFIELD, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* KENT, SURREY, *and* SUSSEX, *and in the* CHANNEL ISLANDS.

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MY LORDS,

IT is my duty to lay before you the following account of the disposition of my time for the year ending on the 31st of August 1861 :—

| | Days. |
|---|---|
| Visiting elementary schools | 121 |
| Visiting normal schools | 10 |
| Conducting collective examinations of pupil-teachers | 20 |
| Conducting examinations of candidates for certificates of merit and for Queen's scholarships | 8 |
| Revising papers and reporting on elementary schools and pupil-teachers | 51 |
| Revising certificate papers | 12 |
| Travelling | 2½ |
| Diaries and correspondence | 57½ |
| Vacation | 6 |
| Illness | 8 |
| General report | 14 |
| Sundays and public holidays | 55 |
| | 365 |

During this year my colleague, the Rev. R. L. Koe, has inspected 276 schools under separate teachers, of whom 237 either bore certificates of merit or were registered as competent teachers of elementary schools. During 10 months of the same period the Rev. A. R. Grant (whose removal as assistant inspector of the district I should deeply regret, had it not been occasioned by his well-deserved preferment) inspected 181 schools of the same character, in addition to 47 conducted by teachers neither registered nor certificated, making a total by Mr. Grant of 228 ; and I have myself visited a total of 187 schools, of which 172 were under teachers either registered or certificated (but almost all certificated), and 15 under teachers that were neither. This makes a gross total, for the year ending 31st of August 1861, of 691 schools under separate teachers, inspected in this district, of which only 101 were conducted by persons bearing neither registration nor certificate of merit ; the remaining 590 being in the charge of teachers recognized by your Lordships upon examination as competent.

In presenting to your Lordships, as on previous occasions, the results of these inspections, not nominally or in detail, but in a general, comparative, and tabulated form, I beg permission to arrange the schools into three classes only, and to distinguish them as "superior," "ordinary," and "inferior," instead of, as heretofore, "good," "fair," and "moderate." For I have found that the forbearing ambiguity of these three latter words has led to some considerable misapprehension. In my report for the year 1858 I ventured to pourtray what, according to my estimate, might be designated respectively as good, fair, and indifferent schools. These descriptions which still appear to me not only to be reasonable as ideals, but accurately to correspond on personal observation with many types that I could at once point to in my district, were adopted with an acquiescence but too flattering by the Royal Commissioners in their report, and it might imply a want of deference to a very high authority if I were now disposed to forego the general claim to correctness of those delineations. But in dividing 700 schools into only three classes, the three terms good, fair, and moderate become comparative; and while there are a considerable number of them which justice compels me to rank above the average and middle term ("fair"), it would be misleading to expect that they precisely coincide with the ideal pourtrayed as "good" in the report referred to, although several amongst them would honourably sustain the application of that standard. In strict accuracy I should require more than three terms to express with satisfactory discrimination the shades of difference which I perceive. But as three designations are quite enough for general purposes in the estimate required from me, and as refinement upon these would only lead to confusion and embarrassment, I venture to adopt the term "ordinary," as expressing the average quality of schools, not according to my ideal, but according to the actually prevailing standard; the term "superior" as indicating every school above that not, to myself, by any means, satisfying type; and the term "inferior" as suitable to schools decidedly below it.

With this explanation I beg to submit the following tabulated estimates of the 691 schools inspected in my district during the past year, distinguishing those (whether mixed or exclusive as to sex) conducted by male, female, and infant teachers, and also distinguishing those under teachers recognized by your Lordships as bearing either registration or certificates of merit, and those not yet enjoying that advantage.

TABLE A.

ESTIMATE of SCHOOLS in this District under REGISTERED or CERTIFICATED TEACHERS, visited in the past year by Mr. BROOKFIELD.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | 19 | 41 | 14 | 74 |
| Under female teachers | 8 | 30 | 28 | 66 |
| Infant schools (all under female teachers) | 4 | 19 | 9 | 32 |
| Total | 31 | 90 | 51 | 172 |

Similar SCHOOLS visited by Mr. KOE.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | 39 | 62 | 24 | 125 |
| Under female teachers | 13 | 62 | 21 | 96 |
| Infant schools | 6 | 7 | 3 | 16 |
| Total | 58 | 131 | 48 | 237 |

Visited by Mr. GRANT.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | 29 | 44 | 22 | 95 |
| Under female teachers | 11 | 19 | 32 | 62 |
| Infant schools | 6 | 16 | 2 | 24 |
| Total | 46 | 79 | 56 | 181 |

TABLE B.

AGGREGATE ESTIMATE of all the SCHOOLS under REGISTERED or CERTIFICATED TEACHERS visited in this District during the Year ended 31st August 1861.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | 87 | 147 | 60 | 294 |
| Under female teachers | 32 | 111 | 81 | 224 |
| Infant schools (all under female teachers) | 16 | 42 | 14 | 72 |
| Total | 135 | 300 | 155 | 590 |

TABLE C.

Showing the COMPARATIVE ESTIMATES of SCHOOLS under MALE, FEMALE, and INFANT TEACHERS, drawn in per-centage from the preceding Table.

| | Under Male Teachers. Per cent. | Under Female Teachers. Per cent. | Infant Schools. Per cent. |
|---|---|---|---|
| Superior - - - | 30 nearly | 14 nearly | 22 nearly |
| Ordinary - - - | 50 | 50 „ | 59 „ |
| Inferior - - - | 20 nearly | 36 „ | 19 „ |
| Total - | 100 | 100 | 100 |

TABLE D.

Showing COMPARATIVE ESTIMATE of the Gross Total of 590 SCHOOLS under Registered or Certificated Teachers, Male and Female, inspected during past Year.

| | | |
|---|---|---|
| Superior - - | 135 - - | or 23 per cent. nearly. |
| Ordinary - - | 300 - - | or 51 „ |
| Inferior - - | 155 - - | or 26 „ |
| Total - | 590 | 100 |

The table corresponding to this which I presented to your Lordships last year was as follows; to which I will also add that for the year preceding. And I beg to invite attention to the fact, that the results, though obtained in total independence of each other, and without the slightest recollection on my part what the previous per-centages had been, exhibit a singular approximation to coincidence.

TABLE E.

Showing GROSS TOTAL of SCHOOLS under Certificated Teachers, whether Male or Female, for Year preceding that which is the Subject of the present Report.

| | | |
|---|---|---|
| Superior - - | 148 - - | or 25 per cent. nearly. |
| Ordinary - - | 265 - - | or 44 „ |
| Inferior - - | 188 - - | or 31 „ |
| | 601 | 100 |

The table for the year before that (1859) was as follows:—

| | | |
|---|---|---|
| Superior - - | 112 - - | or 24 per cent. nearly. |
| Ordinary - - | 230 - - | or 49 „ |
| Inferior - - | 129 - - | or 27 „ |
| | 471 | 100 |

If we now turn to the schools which have been inspected either by special invitation or as a preliminary step to annual

grants, but which were NOT at the time in charge of a registered or certificated teacher, we shall find the contrast between these and the schools previously referred to very much, unanswerably indeed (and yet not absolutely without exception) in favour of the registered and certificated teachers.

TABLE F.

ESTIMATE of SCHOOLS in this District under Teachers neither registered nor certificated, but visited in the past Year by Mr. BROOKFIELD.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | - | - | 2 | 2 |
| Under female teachers | - | - | 4 | 4 |
| Infant schools | - | 3 | 6 | 9 |
| Totals | - | 3 | 12 | 15 |

Similar SCHOOLS visited by Mr. KOE.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | - | 10 | 8 | 18 |
| Under female teachers | - | 2 | 9 | 11 |
| Infant schools | 2 | 3 | 5 | 10 |
| Totals | 2 | 15 | 22 | 39 |

Similar SCHOOLS visited by Mr. GRANT.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | 2 | 3 | 11 | 16 |
| Under female teachers | - | 5 | 7 | 12 |
| Infant schools | 2 | 5 | 12 | 19 |
| Totals | 4 | 13 | 30 | 47 |

TABLE G.

AGGREGATE ESTIMATE of all SCHOOLS under Teachers neither Registered nor Certificated, visited in this District during the Year ended 31st August 1861.

| —— | Superior. | Ordinary. | Inferior. | Total. |
|---|---|---|---|---|
| Under male teachers | 2 | 13 | 21 | 36 |
| Under female teachers | - | 7 | 20 | 27 |
| Infant schools | 4 | 11 | 23 | 38 |
| Totals | 6 | 31 | 64 | 101 |

TABLE H.

Showing COMPARATIVE ESTIMATE of SCHOOLS inspected during past Year, under Male, Female, and Infants' Teachers, not Registered nor Certificated.

| | Under Male Teachers. Per cent. | Under Female Teachers. Per cent. | Infant Schools. Per cent. |
|---|---|---|---|
| Superior - - - | 6 nearly | - - - | 11 |
| Ordinary - - - | 36 „ | 26 nearly | 29 |
| Inferior - - - | 58 | 74 | 60 |
| | 100 | 100 | 100 |

TABLE K.

Showing COMPARATIVE ESTIMATE of Gross Total of 101 SCHOOLS, inspected during past Year, under Male, Female, and Infants' Teachers, not Registered nor Certificated.

| | | |
|---|---|---|
| Superior - - | 6 - - | or 6 per cent. nearly. |
| Ordinary - - | 31 - - | or 31 „ |
| Inferior - - | 64 - - | or 63 „ |
| | 101 | 100 |

I am desirous, as last year, to invite your Lordships' attention to the still decreasing ratio of male to female pupil-teachers. I beg permission to repeat the statement in my last report, that in 1854 I examined within certain limits of my district (but comprising very nearly the whole of it) 252 boys and 183 girls as candidates and pupil-teachers, giving a majority of 69 boys. In 1857, only three years later, the numbers were nearly equal, being 363 boys and 365 girls. Three years later still, in 1860, I examined in the same parts of the district 516 boys and 654 girls, giving a majority of 138 girls. And in the past 12 months I find this majority increased to 193; the numbers being 517 boys and 710 girls. That this reversal of the original ratio, which gave the majority to boys, is not to be ascribed to a predominance in the number of schools open to female apprentices over those open to males appears from the fact that the number of the latter almost exactly coincides with the number (*including* infant schools) conducted by females and available for female pupil-teachers; the respective numbers (connected with the examinations referred to) being, under male teachers, 294, under females 296. That the growing disproportion is not casual nor temporary may be inferred from the steady uniformity with which it has proceeded for the last 10 years, and that it is not local nor the result of circumstances peculiar to either town or

country would appear from the following list of 20 collective examinations of pupil-teachers and candidates held by me during the past year in different neighbourhoods, in only three of which is there a small majority (22 altogether) of males, and even that small and exceptional majority every year decreasing.

COLLECTIVE EXAMINATIONS of Pupil-teachers and Candidates, showing the Comparative Numbers of Males and Females.

| | Males. | Females. |
|---|---|---|
| Dover | 13 | 34 |
| Croydon | 22 | 26 |
| Newington (Surrey) | 25 | 55 |
| Rochester | 29 | 29 |
| Newington | 25 | 33 |
| Guildford | 30 | 32 |
| Tonbridge Wells | 33 | 27 |
| Newington | 26 | 25 |
| " | 24 | 47 |
| Maidstone | 44 | 38 |
| Newington | 32 | 39 |
| Hastings | 35 | 25 |
| Chichester | 10 | 13 |
| Alderney | 3 | 3 |
| Guernsey | 9 | 16 |
| Jersey | 16 | 28 |
| Newington | 42 | 78 |
| Croydon | 19 | 20 |
| Newington | 46 | 72 |
| Brighton | 34 | 70 |
| | 517 | 710 |
| Add | 710 | Subtract 517 |
| Total examined | 1,227 | Majority, girls 193 |

Of this apparently increasing disparity in the respective numbers of the sexes from which our future teachers are to be supplied, I cannot conjecture either the causes or the probable effects. But considering the disparity also in the standards of instructive power attained respectively by male and female teachers (see Tables B. and C., *ante*) this large majority of female candidates for the future charge of National schools may deserve consideration. Possibly it may be compensated by an equally large majority of the same sex retiring from the profession for marriage or other domestic engagements.

It is now upwards of five years, my Lords, since I first ventured to express some vague and timid apprehension that the net result of homely practical improvement in the elementary, if I should not rather say rudimentary, subjects of

instruction was not, in my district, entirely commensurate in value or in palpability with the apparatus employed upon it, nor even so good as that apparatus, without any change in principle or any extensive amendment in detail, but simply by a more stringent application, might achieve. In the course of that time I have not found reason to modify one of those misgivings, nor do I think that any single subject of complaint has become the subject of amendment. I will not, however, now enlarge a fruitless, and perhaps vexatious list of critisims. If any of my strictures have incurred disapproval, I will not now aggravate it by reiteration. Some general observations I had prepared, both upon certain deficiencies in my district and upon certain measures, which if adopted, might prove in some degree remedial. But at the moment of writing these words, the recent and authoritative disclosure of the revised scheme of administration projected by your Lordships renders it partly superfluous and altogether unsuitable that I should press those observations into notice. I beg permission, therefore, at this point to close my present report, and to content myself in submitting the foregoing tables to your Lordships without further comment.

I have the honor to be, &c.

W. H. Brookfield.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## General Report, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. W. J. Kennedy, M.A., &c., *on the* Church of England Schools *inspected in* Lancashire *and the* Isle of Man.

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My Lords, Manchester, January 1862.

I have the honor to present my general report for the year ending on the 31st of August 1861.

Number of schools under inspection.

The number of Church of England Schools on my list for inspection at this time in Lancashire and the Isle of Man is 511, containing, as nearly as I can ascertain, not less than 839 departments, and perhaps a few more, under separate teachers.

Number of schools seeking annual grants.

Out of the above-named 839 departments, 651 are receiving or seeking annual aid from the Parliamentary grant, and have been inspected by my two colleagues and myself during the past year.

Number of departments inspected.

In addition to the 651 departments above named, 30 additional departments under separate teachers were examined for the purpose of simple inspection only, as having received Parliamentary aid in the erection of the school premises, making in all 681 elementary day schools examined during the year. This list does not include the night schools which have been visited, and they were 49 in number, reckoning in those of the East Lancashire Union of evening schools, which are not to receive further aid out of the Parliamentary grant for education. So that in all we inspected 730 departments between the 1st of September 1860 and the 31st of August 1861.

Number of scholars present at inspection in the day schools.

There were present at examination in the elementary day schools which we visited during the year the number of 78,074 children. The evening scholars are not reckoned.

Number of teachers and pupil-teachers, &c.

In the above-mentioned 651 school departments seeking annual grants, 571 certificated and probationary teachers are employed, and 1,291 apprenticed pupil-teachers, besides 46 ex-apprentices, employed as assistant teachers under the Minute of 23 July 1852. Eighty of the 651 schools which are seeking annual grants are taught either by registered teachers or by infant school teachers not holding certificates, or by teachers who are desirous of obtaining certificates. The other 30 departments inspected were under teachers of the old class.

Progress.

It is the opinion of my two colleagues and myself that reasonable progress has taken place in the district during the past year in the kind of schools which we visit, namely, Church of England schools.

It is a great fact that no school during the year has fallen from the list of those which are entitled to annual grants by reason of having a certificated or registered teacher, and so sunk back into a comparatively inefficient state.

Whereas, on the other hand, a considerable addition has been made in the year to the list of schools which are looking upwards and improving, and seeking annual grants.

Thus, to take the city of Manchester and its immediate neighbourhood as a specimen district of progress, I find that schools in the following ecclesiastical districts in or close to Manchester have been newly added to my list for inspection during the year :—

| | Departments. |
|---|---|
| Hulme, St. Mary's | 2 |
| St. Alban's | 2 |
| Cheetham Hill, St. Luke's (infant school) | 1 |
| Whalley Range, St. Margaret's (girls) | 1 |
| Newton Heath (infant school) | 1 |
| Hulme, St. George's (boys) | 1 |
| Hulme, St. Paul's | 3 |
| Hulme, St. Michael's | 2 |
| Manchester, St. Michael's (infant) | 1 |
| Clifton-in-Eccles | 1 |
| Brindle Heath (boys) | 1 |
| Levenshulme (infant) | 1 |
| | 17 |

In these 17 departments 14 new certificated teachers have begun to work, and such an increase of educational life, activity, and efficiency developed in one town and its immediate neighbourhood in one year cannot but be considered as extremely satisfactory.

There are still too many districts in Manchester where, through poverty or apathy or some special cause, good schools with certificated teachers and pupil-teachers are wanting. But when I look back upon Church of England Schools in Manchester as they were 13 years ago, and compare their number and condition at that time with what I now see, I am rendered very sanguine as to the future. It is almost like life from the dead. And it is a remarkable fact, and well deserving of notice, that while the increase of Church of England Schools in Manchester has been so great in every way, I can see one school only in which, after commencing to

employ certificated teachers, there has been any falling off in any way within the 13 years. With one exception only, all the Manchester schools which had certificated teachers and pupil-teachers 13 years ago have them at this moment; and I believe that this solitary exception is to be accounted for in a way which is not discouraging. I refer to St. Ann's school. There used to be three departments in that school under three certificated teachers, while now there are two departments only, and the infant school alone has a certificated teacher and pupil-teachers, and obtains annual grants. This result does not proceed, I believe, from any apathy in the clergy and managers of St. Ann's schools, but simply from a change in the nature of the population of the district, which has caused the need for schools for the poor in that central portion of Manchester to become much less than it was in former years; while at the same time new schools arising in the neighbourhood have taken away very many of the children who used to feed St. Ann's schools.

The recent advance of education may not be in quite so great a proportion in other parts of our district, but still we have found it fairly satisfactory in all.

It may, perhaps, be considered a somewhat discouraging feature in the progress made that, after inquiry, I find the advance due, not to large numbers of persons beginning to to take an interest in education, but to a comparatively few persons who do all the work. Thus, in Manchester, I trace the creation, or enlargement and improvement, of not less than 30 school departments, in the last 13 years, to one family alone. It would have been a more hopeful sign, perhaps, if large numbers had been found engaged in such good work.

Throughout this district we have met with a marked increase in the employment of a second certificated teacher in the large schools. This has mainly resulted from the limitation of apprentices now allowed to any one certificated teacher by the Minute bearing date 4 May 1859. The very large schools, wherever the funds have permitted it, have sought to make up for the restriction thus put upon the number of apprentices by engaging a second certificated teacher, who in some cases has apprentices as well as the head teacher.

Assistant-teachers, under Minute of 23 July 1852.

There is also a rather sudden and unwonted increase in the number of assistant teachers from the body of ex-apprentices appointed under the Minute of 23 July 1852. This large increase of assistant teachers results partly from the desire to supply the place in our large town schools of the diminished proportion of apprentices now allowed, and still more from the spread of night schools in which the assistant teachers are

becoming much employed. In fact, the Minute of 23 July 1852 has never been so useful in this district as it is at this moment, and is becoming more and more beneficial.

Minute of 23 July 1852 a great boon to those who fail to get Queen's scholarships.

And not only is it beneficial in respect of the schools taught, but also it is a great resource and boon to the ex-apprentices themselves, to whom such appointments are open. There have always been some apprentices who failed to get Queen's scholarships; and, latterly, this number has increased. Moreover, last year (Christmas 1860) several apprentices in this district who got Queen's scholarships were not able to avail themselves of them because all the training colleges were full and could not take them in. The lot of these young persons, of the females in particular, might have been very hard, if they had not had open to them the resource of becoming assistant teachers under the Minute of 23 July 1852. The following extract from a letter received from a young man, an ex-apprentice who failed to get a Queen's scholarship, is only one out of several which I received, and depicts the position and state of mind into which many ex-apprentices are thrown; it discloses the situation into which numerous pupil-teachers will come, and which demands the consideration of all those who are concerned in bringing young people to enter upon that office:—

"* * * * * I worked hard to get a Queen's scholarship, in fact I over-worked myself, and was ill during the examination, so that I cannot reproach myself with neglect or idleness. After my failure, I tried to get employment in various ways; but I have hitherto failed, and, sorely contrary to my wish, I have been a burden to my friends. This state is intolerable to me, and I am very low spirited and despondent. Do, sir, try to get me some employment, which will enable me to maintain myself," &c. &c.

This is one specimen out of many more precisely similar; some of them indeed, are far more despondent in tone and distressing, but these I forbear to quote. What I wish to show is that the case of those apprentices who fail to get Queen's scholarships, or fail to get into training institutions, is one which requires serious consideration, especially in face of the prospective repeal of the Minute of 23 July 1852, which at present enables some of these young persons to gain a respectable subsistence as assistant teachers, and that, too, with the prospect of gaining a certificate after three years' service in that capacity.

Holidays in National schools.

In one large boys' school in this district, in which two certificated teachers are employed in one room, it has been resolved by the managers to try the experiment of keeping the school open without any lengthened intermission of school work. Each of the teachers is to have the usual four or five weeks of holidays in the year; but they are not both to take these holi-

days at the same time. It has been alleged that lengthened holidays are not required in the schools for the poor, where the children live with their parents and family at home, and have the Saturday and Sunday in every week for recreation and rest. At present in schools for the poor the holidays are not required in any way, either by children or parents, and are for the most part a season of forgetfulness of learning, of idleness, mischief, and bad habits. Such holidays are particularly undesirable and uncalled for in the case of infant schools; as it is a grand object to the parents engaged in daily labour to get their infants taken care of for the day; and long holidays also interfere inconveniently with the half-time system and with the instruction of children engaged in printworks and coal-mines. Then, moreover, a large school would gain annually an increase of from 10*l.* to 20*l.* by being kept open for the five weeks which are now lost by the closing of the schools. On all accounts, therefore, for the sake of children, parents, and school funds, it seems to me a desirable experiment that any school which employs two certificated teachers should arrange that these teachers may take their holidays at different seasons, and that the school be not closed, but kept open for all who choose to come during the whole year.

Teachers.

The teachers of the district continue to give great satisfaction generally to the managers of schools and to my colleagues and myself. In many years I hear of no serious complaints at all against any certificated teacher out of the large number now engaged in schools, and during the past year there has been only one serious complaint, as far as we have heard.

There is, however, one point in which, perhaps, teachers, especially the young teachers, are more often in danger of falling into error than in any other. I mean as regards their treatment of the pupil-teachers apprenticed to them. It is a weighty charge for any one to have the direction for seven or eight hours during five days in the week of three or four young persons, varying from 13 to 19 or 20 years of age, and of various dispositions and habits. But difficult as it might be for any master or mistress to discharge this duty wisely, it is peculiarly difficult for a young person fresh from a training college, and perhaps not more than 21 or 22 years of age, and wanting in personal authority and experience. I have, therefore, been more sorry than surprised, when I have found a total want of harmony subsisting between a pupil-teacher, or a body of pupil-teachers, and the head teacher. My general advice to a teacher in such a case

has been to consult fully with the clergyman and school-managers, and to carry out their recommendations respecting the mode of dealing with an apprentice. The most common fault of a young teacher in dealing with apprentices is, I believe, one, which all persons who have ever engaged in the training of young persons will have felt to be natural,—I mean, favoritism. But there is no error which the young teacher should more guard against, both because it is natural, and because it is often deeply injurious to the character and disposition of the pupil. Cases have come under my cognizance in which I have learnt that the temper has been permanently soured and injured by the habitual and inconsiderate preference and favour shown to one pupil-teacher over another. The managers of schools and the principals of training colleges ought to confer seriously with young teachers on this matter, and give them beforehand the benefits of their experience respecting it.

Emoluments of teachers.

I have been led to believe that there was some decrease going on in the average annual stipends offered to certificated teachers; and all such facts as I have observed, or been told of, favored this view. Such decrease seemed probable, if not certain, from the fact that certificated teachers have multiplied at a greater rate than they could be absorbed by schools. At Peel National school, in July 1861, I found two excellent young men duly trained and classed for certificates, who had left their training college at Christmas 1860, without being provided with schools, and in spite of all their applications, had not met with situations when I saw them; I could enumerate similar cases. But when a market is so overstocked, it is likely that prices will fall. Again, a certain and definite decrease in a teacher's annual emoluments, largely affecting Lancashire, has taken place, in restricting any one teacher to a maximum of four apprentices; whereas, formerly, some teachers in the district had each as many as 12 apprentices. Then, too, those schools which employ two certificated teachers have had in some cases to curtail the emoluments of the head teacher, and have almost always given a comparatively small stipend to the second teacher. In these various ways, and for various reasons, it seemed, I say, certain that the average emoluments of certificated teachers were diminishing I was surprised therefore on referring to the statistical calculations made for the past year respecting this district, and comparing them with those of previous years to find that the average pecuniary emoluments of certificated teachers, both masters and mistresses, are set down as greater at this time than in any previous year.

I am informed that the average has been raised by a few exceptional cases.

One recent fact in reference to teachers is quite certain, viz., that in this district they are beginning to leave National schools for some other sphere of duty in greater proportion than I have ever known before; and this is more particularly the case with the best National schoolmasters. The two best National schoolmasters in the district were Mr. Wrigley, of Rochdale, and Mr. Preston, of Lancaster parish school. The first has just left the profession which he adorned so long for another appointment; and Mr. Preston also, I am told, is about to leave it. Again, there was scarcely any one more successful than Mr. Grant, master of Burnley parish school, but he, too, has during the past few months set up a private school: and private schools have been recently set up by Mr. Grey, master of Warrington parish school; by Mr. M'Coll, of Christ's Church school in Bolton; and by Mr. Dakin, of St. Thomas's, in Manchester; and by others. The fact is very remarkable, and I fear proves that many National schoolmasters, and especially the best of them, are beginning to think that they can do better for themselves in other spheres of duty; and this, possibly, results at least in some degree from diminishing emoluments.

Pupil-teachers.

I must not omit to say a very few words respecting the 1,291 apprenticed pupil-teachers whom we found at work in the schools inspected during the past year, and whose attainments we examined. Of the practical usefulness of this body in the schools it is impossible to speak too highly. In schools where they are employed we see ourselves, and we learn from managers and teachers, how indispensable they are to the efficiency of a school. But this fact is, perhaps, most brought home to us when we visit schools where there are no pupil-teachers, and compare the difference.

As regards the attainments of the pupil-teachers as a body, I have to speak in rather more modified terms. Looking to the subjects prescribed to them for examination, I think that in reading and composition the greater part do not acquit themselves so well as they ought to do; and the female apprentices generally need improvement in arithmetic also. The whole body, with very few exceptions, fails in the subject of grammar; particular attention is needed to the accidence and to syntax. I often find apprentices at the end of their fifth year who are grossly incorrect even about the parts of speech and common syntactical constructions. In the papers of the candidates for Queen's scholarships the comparative and super-

lative of the word *fore* was stated to be "*forer*" and "*forest.*" The verb "became" was set down by one candidate for a Queen's scholarship as a preposition, by another as an adverb, and so on. The word "him" was called a nominative case. These are not solitary or extreme specimens of mistakes, but common and average errors. My fear is that grammar is neglected for logical analysis of the sentence; in which latter study, also, no excellence is attained. I think the analysis of the sentence should not be required of a pupil-teacher in the third year, as it is not essential for the understanding of English syntax.

School fees and free schools.

The subject of school fees is one which I think is not managed quite satisfactorily throughout this district. I do not think that it would be advisable that one uniform standard should prevail. Difference of situation and circumstances may render difference of fees expedient, or even necessary. But there are some plans which are everywhere and at all times inexpedient, and which are nevertheless sometimes adopted. Children are sometimes kept in the infant school because the parents cannot pay the higher fee charged in the juvenile school. This is bad. Scholars remain in a junior class because they cannot pay the fee charged in the higher class. This, too, is bad. Children are sometimes promoted to a high class because the parents wish it, and are ready to pay the higher fee charged in the higher class. This also is bad. Again, children in the higher classes often have no copybooks because the parents cannot or will not buy them. This should be avoided if possible; and it may often be expedient in such cases for the managers to provide copybooks for these children. An excellent plan respecting these points is adopted by one body of school managers in Manchester. They place a certain sum in the hands of the master for him to use at his discretion, and on his own responsibility, to provide for these pecuniary shortcomings among needy parents and deserving scholars; so that if the parent be really necessitous, and the scholar deserving, the master pays the fee and provides the copybook or slate out of the fund entrusted to him. Moreover, as a general rule, I fear the weekly fees in some parts of this district are higher than is desirable, and act to the exclusion of the very poor. Of one thing my experience renders me sure, viz., that in all great towns there is a large residuum of extremely poor persons, for whom it is absolutely necessary that free schools should be provided if the children are to receive any continuous education. In the district of St. Philip's, Hulme, in Manchester, which is better cared for than most others, this matter is spe-

cially and generously attended to. In addition to providing large boys' and girls' schools, and two infant schools, and evening schools, the managers of the schools have provided a free school for the children of those necessitous poor who are always found in considerable numbers, living from hand to mouth in the most unhealthy courts and alleys of towns like Manchester and Liverpool.

The great point in the management of such free schools is to see carefully that they are not abused by the admission of children whose parents ought to pay. In the district in question this is duly attended to. Moreover, the pay school and the free school are made to play into each other, so to speak. For instance, if parents get into arrears for school fees, their children have to go to the free school; and again, if the parents of free school children get into good work they are required to send their children to the pay school. Both the schools are well conducted and full, and the system appears to work admirably. The free school, however, is attended with so much expense to the managers, that it could not be carried out in many districts. It seems to cost the managers about 1*l.* per child.

Half-timers and mining children.

The half-time system continues to work very well in this county and is on the increase. The system has long been adopted in most of the large factory towns of Lancashire, and their National schools are often crowded with half-time children. In one town, however,—I mean Manchester,—the system has made less way than in any other, and was evidently in disfavour; but during the past year, I have found more half-time scholars in Manchester schools than on previous occasions. Still, however, the proportion of juvenile labour is much less in mills in Manchester than in the other similar towns. The fact is certain, and it is strange, because adult labour is, I am told, higher in price in Manchester than in the other towns.

I am glad to be able to report that my colleagues and myself see some advance in educational machinery in the large mining districts of this country, although we still hear in some parts loud complaints from clergy and school-managers against the backwardness of some coal proprietors and lessees to help to educate the children of their colliers.

In my report last year, I spoke of the large and wise measures carried out by the Earl and Countess of Ellesmere for the education both of the juvenile and adult population employed in their mines. I was pleased to be told afterwards

by a very experienced manager of mines that the mining population on the Earl of Ellesmere's property were considered to be on the whole the most intelligent and steady in the county, and that he was always glad to get workmen who had come from that quarter.

I am sorry to say that the accidents in the mines here continue to be very serious every year, and that they mostly take place from recklessness and from want of intelligence and consideration. Nearly all the explosions and the fallings in of the roof and sides of mines result from ignorance or heedlessness; and these two causes alone—explosions and fallings-in—have, I am assured, caused 51 deaths, besides serious injuries in this county during the past year. In the Earl of Ellesmere's numerous evening schools, all the common causes of explosions are explained, and also the absolute necessity for employing the requisite mechanical means to prop up the roofs and sides of the pits and shafts; and the colliers have thus timely impressed upon them what in too many places they learn by sad experience only.

Liberal and special means for the instruction of the colliers in this county have come under my official notice as pursued by Sir J. Kay Shuttleworth, Bart.; and also by the Earl of Crawford and Balcarres and his family; also by Charles Darlington, Esq., at Charnock Richard and Coppull; and by "the Trustees of the late Ellis Fletcher, Esq.," at Clifton between Manchester and Bolton. The accidents occurring are so calamitous that these wise examples ought to be imitated, with a view to diminish that awful loss of life in mines which has been calculated during the last year at the rate of more than 11 lives per day in Great Britain.

The impression left on my mind about the methods pursued in conducting schools and in teaching is not altogether satisfactory. The chief general fault I still consider to be a want of attention to the minutiæ of organization, order, discipline, and instruction. Method.

As regards organization, too many teachers are still fond of keeping the classes standing on the floor, even when the school is provided with plenty of good benches and desks. I have seen this done even at the arithmetic and dictation lessons, when desks, if they can be had, seem specially needed to support the slates.

As regards order, far too little attention is paid to the mode of disposing of the caps and bonnets, both with reference to neatness and appearance in the room during school time, and to facility of finding them when the children leave school.

The copybooks are too often kept in a very disorderly way, not only in reference to the untidy appearance of each copybook, but also in regard to the copybooks of one class being mixed up with those of another. The closets in which the books and apparatus are kept are very frequently more dirty and disarranged than they ought to be. The chalk is sometimes such as one cannot easily write with. Their own fixed place is not duly assigned to all books and apparatus. The children are not sufficiently taught to sit in their desks on an orderly and regular plan.

As regards discipline, passing over other defective points, I will refer to two only, one of which is injurious to the children, and both of which are troublesome to an examiner. I am sorry to say then that in some schools—a minority of schools perhaps, but too large a minority—I find the practice of copying from each other is not duly and effectually prevented among the scholars. The other point is, that when a class is being questioned, the children are not habitually disciplined and accustomed to hold up their hands, whenever they can answer, waiting in silence till the examiner calls upon some one scholar to give the answer. Those who are accustomed to examine a class with an earnest view accurately to test the children and to carry away a *bonâ fide* acquaintance with the class, and each child in it, really knows and can do, will, I think, agree with me in saying that these two points, viz., the total absence of copying, and the silent holding up of the hand in sign of readiness to answer a question are indispensable requisites of perfect method and discipline.

Defects in methods of instruction may be noticed in connexion with the few words I propose to add touching the subjects taught in our schools.

Subjects of instruction.

The subjects of instruction remain nominally the same as heretofore. But owing to the discussions of the last few years some subjects are almost wholly dropped, and others have less attention paid to them than formerly.

Amongst those subjects which have fallen into nearly total disuse are the notes of music and singing from notes. The little that is done in this line is chiefly on what is called the tonic sol-fa system. Drawing is not so far disused as music, but it is taught in few schools except those where the teacher gets a special payment for giving lessons in it; and if those special payments should be withdrawn it is evidently doomed. Thus, these two arts, from which at one time there seemed a possibility of giving to the poor some of that civilization and

refinement which a scholastic education gives to richer classes, are likely to disappear from National schools. Grammar continues at present to be taught in a majority of the juvenile schools, but not efficiently.

Geography is taught in all the juvenile schools, except a few very new or very backward schools.

Writing is taught in all schools, and more efficiently than any other subject.

One point in which improvement is needed in this matter is, that more children should write in copybooks, and that more care should be taken in seeing that good copybooks are provided. Another point is, that when children write on slates only, those slates should always have good lines neatly scratched upon them for the children to write between, and that very great pains should be taken by the teacher in setting a model copy for the children on the black-board; these points are not as duly attended to as they ought to be. Arithmetic is taught universally and carefully, and with considerable success. After writing, it is the most efficiently taught subject.

Reading is of course taught without exception down to the youngest child. This subject stands third in point of merit among those taught, although more time is spent upon it than upon any other. The fact is, I believe, that there are special difficulties in the way of good reading, and also that mistakes are generally made in the methods of teaching it. The great and essential element of good reading is for a person to understand thoroughly what he is reading, and this is rare among the children in our schools. Then, too, the Lancashire dialect presents a special impediment to good reading. The prevalent mistakes about teaching it are, first the teaching capital and script letters to infants. These should not be introduced to the notice of children till they can read monosyllables easily in the ordinary small characters. Secondly, the books commonly in use are not sufficiently amusing and interesting, and with this error is intimately connected the mistake of not making children thoroughly understand and appreciate what they read. And, again, teachers do not sufficiently read to children, exhibiting models of what good reading really is.

The teaching of Scripture and catechism is practised in every school which we visit. I incline to think that one fresh fact is noticeable in respect of this branch of education, namely, that in proportion as the calling of teachers has become, and is recognized more and more as a distinct and separate profession (which is certainly the case since the establishment of training colleges and certificates), so this branch of instruction

is being left to the teacher in many schools in a greater degree than it used to be some years ago.

Spelling, that is dictation, is taught in all schools, and with care, and with marked general improvement.

The last subject of instruction which I need notice is industrial employments. Needlework, in its various branches, is taught in almost every school to every girl old enough to learn. I found one parish indeed during the past year in which the farmers and others had met and resolved that they would not send their girls to the school if they were set to learn needlework; they wished them to learn book-learning at school, and argued that they could practise needlework sufficiently at home.

No industrial work besides needlework is much found in schools in this district. The Countess of Ellesmers has a school at Worsley, in which the girls practise cooking, &c.; and a desire is manifested in a few places to introduce such employments. The most extensive and methodical attempt at such work is carried on at St. Philip's schools, Hulme, in Manchester. The following letter, kindly sent to me by the Rev. Robert Birley, details what is being done there :—

St. Philip's Rectory, Hulme, Manchester,
My dear Sir, 14 February 1862.

It will be in your recollection that my colleague, the Rev. G. N. Merrifield, forwarded to you a full and detailed statement of the industrial department of St. Philip's School, Hulme, a few weeks after its commencement, about two years ago. Since that time the industrial work has been carried on continually and systematically according to the arrangements laid down in that statement, and the experiment has been attended if not with large, at least with decided success. The work, begun on a small scale, has been progressing, but we have to contend against prejudices, fancies, and objections on the part of parents, the majority of whom consider that their children should only learn such things as reading, writing, &c., at school, and that they can be taught cooking and washing as well or better at home.

To speak of the kitchen work first.

*Cooking.*—It has been found convenient to employ an experienced woman to teach the girls cooking and washing, so that the mistress may not be absent too much from her own school. Both the older girls and pupil-teachers show increased skill and interest in this department. In addition to preparing nourishing food for the sick (as mentioned in your former report) they also cook dinners five days a week for 12 or 14 of the poorer scholars, who dine together in the kitchen. These dinners consist of such things as Irish stew, pea soup, potato pies, rice, or other plain puddings, and occasionally fruit pies or puddings in the season.

The cost of the materials used in cooking for the sick and for these poor children is provided partly out of money collected at the offertory. The amount expended during the year ending on the 31st of January 1862 was 30*l.* 9*s.* 11*d.* This is found to be both a satisfactory and economical mode of distribution. I append a statement of food, &c., supplied during the

year ending on the 1st of February 1862. This statement is furnished by the mistress (Miss Harle), who continues to superintend and to take great interest in the work.

| Description of Food. | Quantities made. | £ | s. | d. |
|---|---|---|---|---|
| Beef tea | 1,407 quarts at $2\frac{1}{4}d.$ per quart | 13 | 3 | $9\frac{3}{4}$ |
| Soup | 228 „ $1\frac{1}{4}d.$ „ | 1 | 3 | 9 |
| Gruel | 33 „ $\frac{3}{4}d.$ „ | 0 | 2 | $0\frac{1}{4}$ |
| Beer and porter* | 86 pints at $2\frac{1}{2}d.$ per pint | 0 | 17 | 11 |
| Puddings | 199 at an average cost of $1\frac{3}{4}d.$ each | 1 | 9 | $0\frac{1}{4}$ |
| Meat dinners | 131 „ „ $2\frac{1}{4}d.$ „ | 1 | 7 | $3\frac{3}{4}$ |
| Children's dinners | 2,599 „ „ $1\frac{1}{2}d.$ „ | 16 | 4 | $11\frac{1}{2}$ |
| | Total | 34 | 8 | $9\frac{3}{4}$ |

One pupil-teacher in turn is in charge during the week. She purchases the materials for cooking, of which she has to keep an account. She has to calculate the expenses per head of the dinners, and to enter in the "register of recipients" the names of all sick persons receiving food. These entries and calculations are shown to the mistress of the girls' school at the end of the week. By this plan the pupil-teachers are learning both domestic economy and book-keeping in a practical way.

*Washing.*—Besides the work done in washing clothes belonging to the children, as well as towels, dusters, and other articles belonging to the schools, the surplices of the church choir, and occasionally those of the clergy are here washed and ironed. I can safely state that they are as well "got up" as by experienced washerwomen in the neighbourhood. Hitherto no charge has been made for doing this work; it is proposed this year that a payment should be made to the industrial department for washing surplices, the payment varying from 3*d.* and 4*d.* to 6*d.* and 8*d.*, according to size.

As to the probable *results.*—From the character of the population (composed chiefly of mill hands, labourers, and small shopkeepers), and from the early age at which the children leave our school, little I fear can be done towards training domestic servants. The special object aimed at is to teach the children habits of tidiness, order, and economy, and through the children to introduce, if possible, the same orderly and frugal habits into the homes of the labouring poor.

*Sewing Classes.*—A very important addition has been made here. For while the schemes mentioned in your former report are still carried on, there is now also an industrial class for boys. This class has been in operation nearly two years, and I venture to send you some particulars respecting it which I think may prove interesting. About 50 boys are assembled one evening in the week from 7 to 9 o'clock, to learn sewing under the direction of a tailor, aided by two or three monitors, who assist in keeping order and giving out the work.

Many of the scholars being half-timers and almost all children of parents in very indigent circumstances, no payment is taken. Occasionally premiums are offered as rewards for skill and attention, in the form of pieces of material for trousers and smock frocks, and these serve as an inducement to perseverance and exertions. Recently *shoemaking* has been commenced,

* Private gifts.

and some few pupils are making fair progress. This branch of work is in great favour with the boys.

These evening meetings afford an opportunity for receiving deposits into a "penny bank" for small savings, which are repaid "on demand" for clothing, or otherwise, as may be preferred by the depositor. The amounts are never large, few depositors having five shillings in the bank at any time, but from the frequency of the deposits this mode of laying by a "trifle" seems to be appreciated.

During the evening work a story book is read aloud, which, if well selected, may combine instruction with amusement, whilst it also conduces greatly to quietness and order. Doubtless a well lighted, *well warmed*, and *cheerful* room is in itself no small attraction.

There can be no question as to the great benefit of this sewing class, not only as instructing boys to make and mend their own clothing, but further as supplying them with a resource and suitable occupation at home, thereby diminishing the temptations to mischief and vice, to which they often yield through sheer want of something to do. * * * *

The advantages of tidier and better managed homes as a *moral result* ought not to be overlooked. But I fear my communication is too long already.

I remain, &c.

*Rev. W. J. Kennedy,* (Signed) ROBERT BIRLEY.
*Her Majesty's Inspector of Schools.*

Queen's scholars.

I see that the pupil-teachers of Church of England schools in Lancashire and the Isle of Man have succeeded in obtaining, on this last occasion, 108 Queen's scholarships. Out of these the male Queen's scholars number 42 only, and the females 66. But rather more than double the number of those who have got Queen's scholarships completed their apprenticeship during the past year; so that there is opened an interesting field of inquiry as to what has become of all those who completed their apprenticeship but are not Queen's scholars.

I have the honor to be, &c.

W. J. KENNEDY.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## Appendix.

Letter from the Rev. Nevill Gream, Her Majesty's Assistant Inspector of Schools in Lancashire, &c.

My dear Sir, Liverpool, 8 January 1862.

You kindly ask me to send you any remarks I may have to offer, with respect to the progress of education in our district during the past year.

I am happy to be able to say that the localities I have visited have shown no signs whatever of retrogression in that great work. For, notwithstanding the very depressed state of this and all other manufacturing districts, whilst I do not know of a single instance of an established school being discontinued, I can name many where the former inefficient school has been re-organized and rendered effective by the appointment of certificated teachers and other means, made available by the Government grant. And I think the result of all this increase of the machinery of education tells its own tale of success.

In all the "strikes" and "turn-outs" which have been so frequent of late, and in all the sad distress of which we have heard from the "short time" which the depressed state of trade has caused, where have we heard of any of those acts of violence which used formerly to disgrace the country? And again, how softened are the manners of the rising generation in comparison with those of their forefathers. In those towns and villages where formerly one heard nothing but oaths and curses, it is no uncommon thing now for those children who attend the schools, to greet you as you pass with a bow, or to offer to run and show you the way. The night schools in particular have done a great work in this respect, especially where the clergy have devoted a portion of their time to superintend and teach.

One most successful instance of this I will name. It is in a coal district not far from Blackburn. Only two years ago, when the school was first opened, the scholars were so rough and uncouth that they would even address the clergyman by his christian name, and were also so noisy that teaching seemed to be out of the question. By indefatigable labour, however, on the part of a most zealous clergyman, these hardest of materials have been so metamorphosed that they now form one of the most respectable and best disciplined night schools I have ever visited.

The scope of this letter will not allow me to go more into particulars. I cannot conclude without alluding to the great loss we have sustained in the removal of one of our best schoolmasters, Mr. Wrigley, of Rochdale, to the Industrial Institution near Manchester. I trust, however, that the sterling example which he has so long afforded has not been lost upon our younger masters, many of whom he has trained and taught. I heartily wish him success, so that our loss may turn to his gain, for few men deserve it so well as he does.

I hope that my opinion expressed in this letter does not militate against yours, but if it does, I wish you to understand that I write under correction, especially when in opposition to one of such great experience as yourself.

Believe me, &c.

*Rev. W. J. Kennedy,*
*Her Majesty's Inspector of Schools.*

(Signed) Nevill Gream.

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, Rev. J. P. NORRIS, M.A., late Fellow of Trinity College, Cambridge, *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* CHESTER, SALOP, *and* STAFFORD.

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MY LORDS, January 1862.

IN presenting my twelfth annual report to your Lordships I have to record the same steady progress as in previous years.

Permanence of good schools.

Looking back over this period I am especially struck with the permanent character of the work done. It has very seldom happened that a school after once attaining a really satisfactory condition has lapsed into inefficiency; only three or four cases occur to me in the whole district.

On the other hand every year has brought a large accession to the number of good schools. Of the 430 schools now in receipt of annual grants I should mark one fourth as decidedly good, more than one half as fair, and the remainder, less than one fourth, as only moderate.

Good, fair, and moderate schools

In order to convey to your Lordships a more definite notion of what I mean by these terms, *moderate*, *fair*, *good*, I extract notices of schools of each class from my Tabulated Reports.

The following may be taken as a specimen of what I call *moderate*:—

M—— N.S.—"A small mixed school in a rural parish, not visited before. The teaching lacks animation. Reading monotonous and indistinct, writing pretty fair, spelling good, arithmetic of first class fair, of others backward; needlework fair as far as it goes, none cut out, and none of those present could make a stocking without help. Parallel desks have been ordered."

I next give a specimen of a *fair* school:—

B—— N.S.—"Considering the very desultory attendance of the children (an average of 45 only out of 80 on the books), the children's behaviour and progress reflect great credit on Mr. D——. The best points in his department were the Scripture knowledge of the first class, and their writing and spelling from dictation. They are much improved also in reading and singing. The weak points are the copy-book writing and arithmetic, but very many had been absent nearly all the summer months. The needlework is excellent. Six of the girls can cut out their own work, and nearly half the school can fix it. There is a sale of work each year, and the profits are given in prizes."

The following is a report on a school which I call decidedly *good*. It is a mixed school of about 160 children:—

L—— N.S.—This school continues to be distinguished among the schools of my district for good discipline and general efficiency. The young children are well grounded by Mrs. A——, and then passed on to Mr. D—— and his

two pupil-teachers in the large school. The girls return to Mrs. A—— in the afternoon for their needlework, which is most carefully and successfully taught. Of about 40 elder children I may say that their reading is remarkably good, religious knowledge accurate and intelligent, composition fairly correct, and singing excellent. A dozen elder boys are learning to draw, and are mastering the early propositions of Euclid; these have gone through two books. I thought their arithmetic not quite proportionately good. They continue to take an interest in their gardens, each keeping a Dr. and Cr. account of his allotment, and making 9*s.* or 10*s.* profit by it, on an average. The school is decidedly successful, retaining the children almost uniformly until their twelfth, and not a few until their fourteenth year, and so making a really permanent impression on their minds and characters.

As a further illustration of the standard of instruction in our *good* schools, I would beg especial attention to the specimens of children's written answers to questions proposed to them in our Prize Examinations, given in the Appendix to this report.

Schools of this district compared with schools in Kent, Surrey, and Sussex.

I speak with the more confidence of the standard attained by our annual grant schools, because my experience during the past year has not been confined to my own district. During the summer months I made a tour of inspection for my colleague, Mr. Brookfield, in Surrey, Kent, and Sussex. I found I was able to apply to the schools of those counties precisely the same standard of efficiency that I am in the habit of applying to the schools of Cheshire, Staffordshire, and Shropshire. About the same proportion ranged severally under the terms *good*, *fair*, and *moderate*. Indeed the only general difference that I could detect was that less attention seemed to be given in those southern counties to industrial training. I found the schools were hindered by the selfsame difficulties as in the north,—irregular attendance, early removal, rustic awkwardness in learning the elements,—and were overcoming these difficulties with about the same general measure of success.

There, as in my own district, the teachers appear to have profited by what has been so frequently said in the last two years about the paramount importance of the elementary subjects of instruction.

Statistics of proficiency in reading.

I have before me memoranda of 50 schools in my own district, and 20 schools in Mr. Brookfield's district, which I examined with special reference to proficiency in *reading*.

My memoranda state the proportion of children in each school (infant departments excluded) able to read *fairly well* a newspaper, and the third Irish book, respectively. The third Irish book they were familiar with; the newspaper was, of course, quite new to them. By "*fairly well*," I mean sufficiently well to be easily understood by a listener without book at a distance of three or four paces.

I find that of the children in attendance at the 50 schools in my own district, 8½ per cent. could read the newspaper; in the 20 schools in the south-eastern counties 7¼ per cent. In both districts the proportion that could read the third Irish book was as nearly as possible *one third.* My colleague, Mr. Sandford, applying his own independent reading standard to 40 schools inspected by him (chiefly in Staffordshire), reports to me that, of the children attending these schools, 30 per cent. could read the third Irish book with ease; and my colleague Mr. Fraser has furnished me with very complete and elaborate statistics from 143 Cheshire inspections, from which it appears that 8¾ per cent. passed the more difficult reading test. These results are so curiously coincident with mine that I think I may assert with confidence that, in our annual-grant schools generally, *one third* of the children can now read fairly well what they are accustomed to read, and about one in twelve can read whatever is put before them. Two years ago my estimate was that *one fourth* could read fairly well such a book as the third of the Irish series. This advance from *one fourth* to *one third* represents pretty accurately the improvement effected since the teachers began to give more special attention to this subject. It is my impression that a similar improvement has taken place in *writing;* but in writing the children's proficiency has always appeared to me fairly satisfactory,—certainly beyond the standard of middle class and grammar schools, as tested by the Cambridge local examinations, in which I have now for four years taken part.

One third of the children read fairly well.

Two years ago one fourth.

But to return to the reading: it remains to inquire how far this degree of attainment—one third reading aloud easy prose narrative fairly well—is to be considered as satisfactory.

In our own class many children can read aloud such a book as Robinson Crusoe at seven years old; at eight years old we might expect all our children to read it, unless there were special reasons for their backwardness. But then we must remember that in the children of cottagers there are very great difficulties of pronunciation to be overcome before their reading can be fairly intelligible. Making allowance for this additional difficulty which the elementary school teacher has to contend with, it may perhaps be fairly expected that if the child at the hall or parsonage can read aloud an ordinary book at eight, the cottager's son ought to read it at nine years old. Now on reference to the tables of age appended to this report, I find that, excluding infants, very nearly one half of the children in our boys' and girls' schools are turned nine years old.

Would it then be unfair to expect that one half of the children in these schools should read with ease the third Irish book? That this is not an unreasonable expectation is, I think, conclusively proved by the fact that the best schools in my district have attained to this standard. Out of the memoranda referred to above, I have selected the ten best schools, and I find that of an aggregate attendance of 1,297, I marked 641 as able to satisfy this test.

One half might fairly be expected to read well

I say, therefore, with some confidence that in a school of children above six years old, one half ought to read aloud fluently from a book of general information. Two years ago I found that *one fourth* could do it; this year I find *one third* can do it. We may still expect improvement.

I now come to my severer test, the newspaper. I find that in the ten selected schools, out of 1,297 children, 249 read aloud a newspaper very fairly. This is nearly one-fifth, and may be taken to represent the first class, the mean age of which in these ten schools was 12 years and 2 months.

Now, although the mean age of the first class of the schools of my district, taking the average of 220 schools of which I have memoranda, is only 11 years 3 months—nearly a year below that of these select schools—still, I think, when more attention shall have been given to this most important exercise, we may fairly expect the first class, as a general rule, to reach this standard of good reading. At present, as I said, only one in twelve, (that is, less than half of the first class), are on an average equal to it. Here, therefore, improvement may also be expected; and with a view to it I would conclude this subject by offering two suggestions to the teachers.

Suggestions as to first class reading lessons'

First, that they should give greater *variety* to the reading exercise of the first class, passing a newspaper or library book occasionally round the class, or a printed circular, and, now and then, a manuscript letter or the children's own theme books.

And, secondly, that they should above all things remember that children will never read aloud well, nor, indeed, read at all with profit, unless they read *with appetite*. Many of the reading extracts put into children's hands are wofully deficient in spirit. Half an hour of Sir Roger de Coverley, or Robinson Crusoe, or Cowper's "Task," would be worth hours of "lessons on natural history" or "descriptive geography." And in these occasional lessons, while each reads aloud in turn, the rest of the class should listen without books, the teacher himself often taking up the book and reading a piece, by way of example.

The best ducated teachers ar

But while we urge on teachers the duty of giving their chief attention to the elementary subjects, we must ourselves

The simplest teachers.

remember that it is altogether impossible for a teacher with an uncultivated mind to give a spirited lesson on any subject, however elementary.

Of all the vulgar notions that still misdirect public opinion on the educational question, the most mischievous is the fallacy that the less educated a man is the more simple will be his teaching. My own experience of teachers—and more than a thousand have given lessons before me—leads me to precisely an opposite conclusion.

Go into a school and listen to an old-fashioned pedagogue, with his "Tutor's Assistant" on his desk, trying to explain to children of seven or eight, such a word as "*redeemed*" in the Catechism: "*Redeemed* means *bought back*, '*re*,' back, " and '*deemere*,' a Latin word for *to buy*. Now what is *re-* " *deemed?* Bought back, yes; go on." And so the poor children go on, and so they used to go on in half the schools in the country in "the good old days," asking for bread and getting a stone.

Now let one of our trained teachers take the class, one who for two years of his life has listened to the lectures of highly educated men. By picturing forth to the children a poor man, who by his own misconduct has fallen from bad to worse till he is in prison,—and how a friend comes, and, seeing there is still some good in him, pays all his debts and sets him free, and taking him into his own service, into his own family, gives him a new start in life,—he awakens the children's understanding, and fixes in their minds an association with the word "*redeemed*" which will cling to them for many a year.

And why is this man's teaching so far more *simple* than that of the other? It is because he himself knows much more than he has to teach; because he draws from a large store, selecting what is proper for each; like the scribe who is instructed for a kind of teaching, that more than all others requires simplicity, "he bringeth forth out of his treasure things new and old."

Disproportionate attention to higher subjects in early years.

If our certificated teachers in earlier years gave too much time to geography and grammar lessons, and too little to reading, writing, and ciphering—which I am not denying—it was due, not to their over-education, but to the strength of the re-action from the merely mechanical teaching of the older type of school. This re-action, like almost all re-actions from error, carried us for a while into the opposite extreme. Moreover, we all hoped ten or twelve years ago that we should retain children, as a rule, until their thirteenth or fourteenth year; and to this supposition, which, to some

extent, has proved illusory, our methods of instruction were adapted.

Nothing has shown more remarkably the good sense of the teachers than the way in which during the last two years they have set themselves to correct this fault in their teaching.

Teachers and pupil-teachers.

About 550 certificated teachers and 872 pupil-teachers are employed in the district. Of their conduct during the year, I have a most satisfactory report to make. About sixteen apprenticeships were prematurely ended in the course of the year:—six were cashiered for misconduct or failure in attainments, two died, the rest were withdrawn for ill health or other reasons. Forty-two boys and 40 girls obtained Queen's scholarships at Christmas.

Moral results of school training.

I now pass to another side of the work of education, in which I rejoice to find the success of our best schools fully acknowledged by the Royal Commissioners.

I have from time to time in previous years, and especially in my reports for 1856 and 1859, illustrated from the after conduct of our young people the good results of the moral training they had received at school.

Especially in case of girls schools.

During the past year I was led to institute an inquiry respecting the conduct of the girls who had passed through five of our best girls' schools in Staffordshire and Cheshire. It was obviously a test which in earlier years of the system would have been impossible, because the worth of a girl's moral training is not proved until she has reached womanhood. I therefore limited my inquiry to those who had passed through the schools between the years 1850 and 1856; and further, that the information might be really trustworthy, I selected such schools only as had been from the year 1850 to the present time under one and the same mistress.

Conduct of "old scholars."

I asked two questions; first, "how many girls in those five "years passed through your school,—staying long enough "to reach your first* class?" And secondly, "how many of "these girls have subsequently forfeited their good name?" taking care that this last question should be distinctly understood, and allowing two or three weeks for the reply.

I give the results.

The list from the first school (in a parish of small farmers) I give entire, to show how carefully the inquiry was conducted. The others I shall abridge.

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* I repeat here,—what I said in my Report for 1859, in a passage which, being taken apart from its context, has been misconstrued in the Report of the Royal Commissioners—that it i unreasonable to test the success of a school by the after conduct and attainments of those who left it in mere infancy.

1. Farmer's daughter; good home; 10 years at school; confirmed; regular communicant, and in every way satisfactory; living at home and useful.

2. Farmer's daughter; confirmed; now a pupil-teacher; well conducted, and doing her work steadily.

3. Labourer's child; confirmed; now at home, and well conducted.

4. Farmer's daughter; good home; 10 years at school; confirmed; regular communicant, quite satisfactory; now at home and useful.

5 and 6. Farmer's daughters; 9 and 10 years at school; confirmed; both now at home, and really useful and satisfactory.

7. Child of bad parents, only in the parish a short time; now left it, and gone to the potteries; a most wilful girl; do not know anything of her now.

8. Farmer's daughter; good mother-in-law; *always* satisfactory and well-principled; confirmed; was a nursery governess, now respectably married.

9. Half-sister to the above; good painstaking child; now a teacher in a good school at Nottingham, and working well.

10. Farmer's daughter; father a confirmed drunkard; not married to her mother; lives at home, and working; thoroughly well conducted; confirmed, and regular communicant.

11. Farmer's daughter; steady, good girl; confirmed; now at home, and useful; regular communicant.

12. Labourer's child; drunken father; confirmed; good girl; several months' illness patiently borne, and died.

13. Small farmer's daughter; mother married secondly a wicked man, and she died; been left to herself, and is perfectly steady and well conducted; no longer in the parish; occasionally see her.

14. Labourer's child; in service in the neighbourhood, with good character.

15. Quite poor parents; always thoroughly steady, and a very good daughter; been in good places, and now in service, and has a high character.

16. Farmer's daughter; good at school; confirmed; at home and useful, and well conducted.

17. Mother married second time a drunken blacksmith; irregular at school, and not for long; made a bad marriage with a man much older than herself, and not a good man.

18. Small farmer's daughter; good mother; confirmed, and a communicant; at home, ready to go to service; thoroughly well conducted.

19, 20, and 21. Large farmer's daughters; good mother; father, superior class; all now at home; the eldest has been out; confirmed and are communicants, and well conducted.

22. Labourer's daughter; in service in good places, and very steady.

23. Sister of above; always a good girl; has been in a gentleman's service four years; behaved exceedingly well under very trying circumstances of an assault by a fellow servant.

24. Daughter of small farmer; painstaking girl; parents left the parish; helps her elder sister in a school at Manchester, and doing well.

25. Brought up by grand-parents, who are careless and unsatisfactory; very irregular at school, and ignorant; still with them, a useful drudge.

26. A labourer's child; taken early from school to go to an aunt in London; came back; went into service; lately changed her place unwisely, but always well conducted.

27. Sister of No. 12.; thoroughly good girl; confirmed, and constant communicant; been apprenticed to dressmaker; at home now dressmaking; ready for service if health allows.

28. Another sister; untruthful and sly at school; been in farm service; and *fallen*.

29 and 30. Daughters of a drunken blacksmith; were not long at school; live at home, employed in needlework and dressmaking; quiet and well behaved; confirmed, not communicants.

31. Labourer's child: good mother, married second time; untruthful and plausible child, and went out as dressmaker; has made a discreditable marriage.

32. Poor parents; steady, trustworthy girl; confirmed; pupil-teacher.

33. Small farmer's child; confirmed; at home, and really useful; well conducted.

34. Small farmer's child; went to service, came home ill and died; a good girl.

35. Sister to No. 2.; nervous, has fits; cannot remain in service, now at home.

36. Sister to the above; very timid and shy; in service, and well behaved.

37. Farmer's daughter; not long at school; now at home helping her mother; quiet and well conducted.

38. Labourer's daughter; went to service; and now married and lives in the parish respectably.

39. Farmer's daughter; confirmed; and lives at home and helps; well conducted.

40. Labourer's daughter; not long at school; been in service in the parish; now respectably married.

41. Labourer's child; at service; steady.

42. Illegitimate child; lived with a grandmother; not a good girl at school; went to farm service, and had to be looked after; now in a good family, and good hope of her.

Of this list of 42 only *one* is known to have fallen; one is lost sight of; and of one other the account is not satisfactory.

The next account is from an important girls' school in a parish of large dairy farms.

Total number of girls who left between 1850 and 1856, 104; married, 28; in gentlemen's service, 12; in farm service, 46; at home, 6; dressmakers, 5; plain workers, 2; laundress, 1; dead, 1. Of these *three* have fallen. The mistress gives a very satisfactory account of nearly all the girls; many of them are in the same situations that they went to on leaving school. Two of the girls who went wrong lived in a very rough farmhouse. It is hoped that all three are now well conducted.

The third school made a return of 75 girls, but with respect to 30 of these the information was rather imperfect. 14 were creditably married; 3 discreditably married; 2 had illegitimate children. Of the 75, 22 either remained at home or went to learn mantua-making; 53 went into service.

The fourth schoolmistress reports that,—

"Of the 49 girls who left during these years, 34 had reached the first class, the rest the second. 9 are employed at the silk factories; 12, chiefly farmers' daughters, are at home; two are married; and the rest are in service. I am very glad to find that only *one* has gone astray. She is employed in farmhouse service."

The fifth school, in a mining and manufacturing district, makes a return of 127.

Of these 21 are married; 57 are at home with their parents; 24 in service; 13 pupil-teachers; 5 dressmakers; 2 emigrated; 5 dead. "*One only* is known to have lost her character,—the motherless daughter of a drunken father, who went to service and was seduced by her master. I think you may depend on this information as strictly accurate. The result of the inquiry has given me great cause for thankfulness. In the midst of temptations so great as exist in this district, the wonder is not that any fall, but that so many stand."

Moral influences* of our best girls' schools.

These results need no comment; they speak for themselves. *The answer to my question is eleven out of* 397.

Those who know the daily aspect of our best girls' schools, —the well-scoured floor, the perfect order, the personal cleanliness and neatness, the animation and attentiveness of the classes, the kindliness of association, the care of the little ones, the gentle though firm bearing of the mistress;—who have followed the girls to their homes, and seen as their mothers see, and like to tell, how obliging and tidy they have become, how in all their duties "what the teacher would "say" is ever in their thoughts, the tearful evening when her look has been a grave one, the gift of flowers on her birthday, the letters that must be written to her in the holidays;—who have met the girls in the road, or sent them on an errand, and noticed the respectfulness, and above all the *steadiness* of their manner;—those to whom all this is familiar will hardly need the evidence I have been giving to assure them that when childhood is over, and the girls so trained have gone forth with woman's lot upon them to confess the faith that they have learned at school, such early influences will not—cannot fail of their effect.

But to this favourable picture there are two drawbacks. One,—the fewness of such schools. I cannot speak thus confidently of more than thirty girls' schools in my district. In small parishes mixed schools are almost a necessity, and in mixed schools, under a master and sempstress, the girls' training in womanly habits can hardly be so complete. The other drawback is that in many of these schools, excellent as they are, there is a want,—a want of something to remind the girls while at school that there are other merits besides proficiency with pen, or slate, or needle, and that on these other merits their value and success in after life will mainly depend. The position of a girl at the head of a good school, doing her work easily and usually getting praise for it, is a flattering one; and the transition from this to her "first place" in service is apt to be distasteful and trying. There is often an unreadiness—a *fecklessness*, to use a north country word—about such a girl which, however blameless her character, cannot but impair her usefulness as a servant. I believe that the employment of some hours each week in household work in a school kitchen

Advantages of industrial training.

* It has been asked what Inspectors mean by "*the tone*" of a school. When a medical man uses the term, he means "a healthy state of the system;" and in much the same sense, for want of a better word, we use it to express the sum of those moral influences of which I have spoken in the text, and on which, far more than on the mere lessons taught, depends the character of the young people it sends forth. Some regard this view of school results as transcendental; do they think so when they have to engage a servant?

or laundry is the best remedy for this. At Sandbach, Acton, Lawton, Astbury, Poynton, Oxton, Walsall, Freehay, Blymhill, Stokesay, and Middle, this has been tried with good effect. Strange to say the chief difficulty lies with the parents, who are almost uniformly averse to it, and it requires some artificial inducement—a dinner once a week, or a suit of clothes once a year,—to overcome their opposition.

It is worth while to observe what proportion of the scholars who had passed through those five schools, and of whom I gave account above, are in service. In the second, third, and fourth schools *more than half* of the whole number went to service,* and these schools have all industrial departments appended to them. In the two other schools, which give no household training, a much smaller proportion.

In endowed hospitals, workhouse schools, and orphanages, of course there are far greater facilities for this branch of education.

I subjoin my report on Preston hospital, in Shropshire, one of the best schools of this kind that I have seen.

### Preston Hospital.

"This was my second visit (by invitation) to this excellent institution. The school forms part of the hospital. Twenty-five girls are boarded, lodged, and trained for service under the matron, Mrs. McLean, free of charge. They do all the house work, make all their clothes, and give some portion of each day to lessons. Needlework and knitting excellent; religious knowledge and reading good; writing, spelling, and arithmetic very fair. Most of them can cast up a bill readily, and read aloud any ordinary book intelligibly. Their cleanliness and good behaviour are very striking."

Boys' agricultural training; half-time schemes.

For boys, the partition of time between school and field work has been attended with the best effect where it has been accomplished. At Acton, Ellesmere, Rostherne, and Teddesley, the scheme has been many years in operation. I will conclude my report with notices of the plan as adopted at these four places.

### Teddesley Farm School.

"The method of farm-training, which has been continued for ten years on Lord Hatherton's estate, might well be imitated wherever a landed proprietor employs many boys on his home farm. The Teddesley boys, excepting two or three who have to go in turn with the teams, assemble in a spare room in the farm yard each morning, during the summer months, at six o'clock, for two hours' instruction under a teacher; they then have breakfast, and go to field labour under a head labourer to whom their indus-

* I invite especial attention to the statement that 60 per cent. of the girls educated at three of the best girls' schools in my district have gone into domestic service, and bear good characters. If domestic servants are scarce and often unsatisfactory, it is due, I am convinced, to the lamentable want of good girls' schools, such as the above, and to the fact that most of our country girls are still sent to mere dames' schools, where their instruction is of the most frivolous character.

trial training is entrusted. (The teacher might be an assistant in any neighbouring school.) Little more is done in the two hours than keeping up the elements of reading, writing, and the simplest arithmetic; but even this is very valuable, and the results of their combined training are most satisfactory."

Lord Egerton's plan at Tatton is different from this; it is in connexion with the parish school. I subjoin the rules, and one of the letters which I received from the scholars describing their work.

RULES.

1.—Boys who are twelve years old, have been regular in attendance at school, and satisfactory as to progress and conduct, will be recommended as half-timers to Lord Egerton.

2.—The remuneration given for the first year will be 3*s.* per week each; for the second year, 4*s.*

This money is not only wages for work done, but also a reward for attendance and good conduct at school; it will therefore be withheld in the case of any boy who cannot produce weekly, to Lord Egerton's farm bailiff, a certificate of his regularity, punctuality, and good behaviour at school.

3.—Each *half-time boy* is understood to engage himself as such to Lord Egerton for two years.

4.—Each *half-time boy* must pay the full school fee.

(Signed) EGERTON OF TATTON.

REVEREND SIR, Rostherne Boys' School.

Mr. HODGKINSON, our schoolmaster, told us that you had been here the afternoon that we were at work, and that you very much desired a letter from each of us, which we are all very glad to write. I'm sure we shall all be very glad to see you again this year if you come, and I hope we shall get a very good account, even better than ever we have got before. I have only been one year at field work last July, so I shall go on till this time next year, unless I am made a pupil-teacher. I don't know whether my parents will allow me, for Mr. Gainsford said it would not be advisable, as things were in such a very unsettled state. But I will now describe the half-time system. There are five boys on each side; two on each side of which are helping two men to feed up the cattle for sale, and another helping a man to cut hay for them, which is done by steam, and to boil turnips for the horses, and myself and another are doing odd jobs, such as cleaning turnips and mangle, and driving horses with the plough, and fearing birds off the newly sown ground, and many other odd things. Our governor's name is Mr. Henry Newhouse, who is very kind to us all. We are paid by him every Friday at one o'clock, but before we can receive our wages we must give him a certificate from our schoolmaster, and also before we can obtain the service we must have a certificate both from Mr. Gainsford and Mr. Hodgkinson to show that we are well up in our lessons, and have been good boys. I think I have now told you all about the half-time system, and every thing else that is worth mentioning, so I now conclude by remaining

Your obedient Scholar,

* *

At ELLESMERE the scheme is worked by the Vicar less expensively. I subjoin his own account of it:—

"You ask me how my national school half-day labour-class gets on. It has been now at work for some years, and I think I can say it has done all it was meant to do. It keeps lads at school till they are 15 years old; they pass three hours, from 9 to 12, in school each day, and work from 1 to 5. I find as a fact that they keep up to the best of their class when in school,

though they have but half a day; and their work in the fields fits them at the end of their two years to take a good place where some skill in the use of the spade, and some sense of the art of field work is of use. They have 1*s.* 6*d.* a week for their pay, and 6*d.* more is put to their book at the savings' bank. This is lost to them if they leave or are sent away for a wrong act ere the two years have been spent in field work. The class has up to this time paid its way. I find that the labour-class, while it helps the boys who are in it, gives at the same time a spur to those who wish to join it, and now and then keeps boys at school who would leave if they had no hope of a place in it.

(Signed) "JOHN D. DAY."

The following is my twelfth annual report on Acton school in Cheshire. For fifteen years this school has maintained the very highest character for efficiency, well illustrating what I said at the beginning of this report about the permanent character of our good schools.

"The industrial work goes on as usual; about 20 of the boys, besides working in the school garden, are employed for half days occasionally in the neighbouring farms, or the Hall garden, and paid at the rate of 3*d.* for the half day. 30 or 40 others are in training for this half-time class in the school garden under Mr. Allen. About 30 of the elder girls are taken in turn into Mr. and Mrs. Allen's house for household work. If the attainments of this school seem above par, it should be remembered that the children's attendance is far more steady than in most schools. Nearly all seem to stay at school 5 or 6 years. The mean age of the first class is 13 in the boys' school, and 12 years 10 months in the girl's school. Capitation Grant is claimed on 150 out of 270 on the books. But then again these most satisfactory statistics are due to the acknowledged efficiency and high character of the school."

It is worthy of remark that in these rural schools, where a half-time system has been adopted, as also in many of the Staffordshire schools that have been brought under the influence of our prize schemes, the children of the labouring poor voluntarily stay at school until their thirteenth, fourteenth, and even fifteenth year. In the factory *half-time* districts, it is of course the rule for them to stay until thirteen. It has, I think, been too hastily taken for granted that the period of schooling for the labouring classes must terminate with the eleventh year.

The *mean age* of the first class in 220 schools in my district is *eleven years and a quarter*, implying, of course, that the children who reach the first class stay at school on an average until about their twelfth birthday, and of these one half, at least, are children of the labouring poor.

I have the honor to be, &c.

J. P. NORRIS.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## Appendix.

### Prize Schemes and Night School Unions.

The Prize Schemes, now in the tenth year of their operation in the mining and manufacturing parts of Staffordshire, and the Shropshire Scheme established seven years ago, continue to be attended with very satisfactory results. The general facts may be stated very shortly.

A sum of about 500*l.* is annually subscribed by the iron and coal masters and manufacturers of these districts, and is offered in prizes to be competed for by the scholars of about one hundred schools. The number of children qualified by age, attendance, and character to come forward as candidates for these prizes has gone on steadily increasing. Last year it rose to 1,500. By a preliminary examination conducted by their several teachers, this number was cut down to about 600, who were examined by the Rev. James Bradley (under my general superintendence) at three central places—the South Staffordshire children in one group, the North Staffordshire in another, and the Shropshire candidates in a third. Prizes were awarded to about 300, and where distributed at three public meetings presided over by the Bishop of Lichfield and the Earl of Dartmouth in Staffordshire, and by Mr. Bartlett in Shropshire. The same rules have been adopted by all the associations; the candidates must not be less than eleven years of age, they must have attended school regularly for at least two years, and they must bear a good character. In their first year of competition they try for the Bible prize, a large quarto Bible, value 1*l.* Having won this, they are allowed in subsequent years, so long as they continue to attend school regularly, to compete for the money prizes of 3*l.* each. And after they have left school, and completed their fifteenth year, they are permitted to return, and try for what we call "the *after* prize." Boys are examined in Scripture, arithmetic, and some one other subject; girls in Scripture, needlework, and more elementary arithmetic.

Children of unsatisfactory conduct being excluded from the examination, the prizes are adjudged strictly according to attainment as shown in these examinations.

The direct benefit of the scheme is that a considerable number of children each year, (this year 1,500), are thereby induced to attend school for longer periods, and more diligently, than they otherwise would. The indirect benefit is that the teachers of a hundred schools are stimulated and encouraged in their work, and that the operatives of these districts are practically taught how deep an interest their employers take in the educational training of their children.

It is most satisfactory to observe that, whereas formerly we could seldom persuade the children of this class to stay at school beyond their eleventh year, the mean age last year of those 1,500 candidates,—*nearly half of whom were children of operatives engaged in the mines, ironworks, or manufactures of the district*,—was twelve years and six months. The bright intelligent countenances of the very large group of children were as remarkable as their behaviour and honesty, under a trying examination of five hours length, were exemplary. Of the kind of knowledge exhibited by them—showing, throughout, thoughtfulness and good sense, rather than mere smartness or cleverness—only a few of their written answers can be given by way of specimen.

*Question:* Explain the following passages:

"Make to yourselves friends of the mammon of unrighteousness, that when ye fail they may receive you into everlasting habitations."

*Answers.*

(1.) "That we should make such use of our worldly riches in doing good to others, that when we die they may receive us joyfully into Heaven."

(2.) "*Make to yourselves friends:* Jesus says to those who have property or riches, use them so as to secure happiness and comfort beyond the time when ye shall be removed from the present life. *Mammon:* This is a Syriac word meaning riches. *When ye fail:* when ye are left, or when ye die. *They may receive you:* this simply denotes, that you may be received. *Everlasting habitations:* Heaven the eternal home of the righteous, where there will be no sorrow, and no more removal from eternal enjoyments."

(3.) "We are exhorted to use the world and the world's goods so as to speak against itself and for God."

*Question.*—Explain the verse "This man went down to his house justified rather than the other."

*Answers by the same three candidates.*

(1.) "That the Publican went home accepted of God rather than the Pharisee who was so proud."

(2.) "*This man:* the Publican. *Justified:* to justify means to declare or treat as righteous. In this case it manifestly means that one was approved, the other not, the one went down to his house with the favour of God, in answer to his petitions, the other not."

(3.) "God will not accept the proud in heart but the humble."

*Question.*—"What lesson was intended by the parable of the unjust judge?"

*Answers.*

(1.) If a churl man can yet be won by importunity, how much shall God be won over by faithful prayer which he loves?"

(2.) "The parable of the unjust judge teaches the necessity of earnest prayer if we wish to gain anything from God, and though it may not come at first, yet we must pray till it does come; and if Christians would pray as this parable teaches them Christianity would spread more rapidly."

*Question.*—"What circumstances led to the parable of the Rich Fool?"

*Answer.*—"The circumstance through which this parable was uttered was as follows:—One of the multitude had asked our Saviour to speak to his brother. It seems from this that his brother had not equally divided the property, but our Lord said, "Man, who made me a judge or a divider?" Our Saviour's coming into this world was not to further worldly riches, but to make us richer towards God. He then spake this parable; "The grounds of a certain man," &c. We can see from this that he was exceedingly rich with regard to earthly things, but, alas! how poor with regard to spiritual matters; he might have found plenty of room to bestow his goods; he could have comforted the hearts of the widow and the fatherless; but no, this was not what he wished, his own ease and comfort was all that he thought of; we can see this from what he said, "I have much goods laid up for many years." He here is comforting his soul with a long life; but, awful to say, God called his soul into eternity that night. We see then the foolishness of laying up treasures upon earth, and the wisdom in laying up treasures in Heaven, for where our treasure is there will our hearts be also."

*Question:*—Explain the verses "Greater works than these shall he do," &c., and "It is expedient for you that I go," &c.

*Answer.*

(1.) "Jesus did not mean to say that they who believed on him should do greater works than he did himself, but that the effect of their works should be greater because he went to the Father and would send the Holy Spirit to help them. He would also pray the Father for them." (2.) If Christ went not away the Comforter would not have come. And it was also better for them in another way, for Christ could but dwell *with* them, but the Holy Ghost would be *in* them to comfort, help, guide, and inspire them."

The above answers are printed exactly as they were written, not a single word being altered; they contained no errors in spelling, and but few, as will be seen, in grammar. Of course it will be remembered that only a few in each of the schools could answer these questions equally well; but these specimens may be taken as showing the standard attained to by the first-class scholars of our best schools, and the quality of the instruction given. It is so common a practice to repeat from mouth to mouth the absurd answers given sometimes by children under examination, and due generally to the absurdity of the examiner's questions, that I am not sorry to have this opportunity of publishing more just and more favourable specimens.

Besides these prize schemes there are, both in North Staffordshire and in South Staffordshire, Unions or Associations for the management of adult education and evening schools. The South Staffordshire Association, under the Presidentship of Lord Lyttelton, employs an *organizing agent*, at a salary of 120*l.*, and has been most successful in qualifying candidates for the examinations of the Society of Arts. The North Staffordshire Association, of which Mr. Smith Child is president, examines and gives certificates to evening scholars. My colleague, the Rev. H. R. Sandford, volunteered to conduct the examination of the North Staffordshire Union last April. He reports to me that 47 presented themselves, varying in age from 14 to 20, mostly engaged in the trades of the potteries, and that the results were fairly satisfactory—in writing and reading 70 per cent. fairly good; in arithmetic 55; in Scripture, 23; grammar, history, and geography very poor. Mr. Sandford after personally visiting all the institutions in union reports "that it is hardly "possible to overrate the importance of these evening classes, not merely "as schools of instruction, but as a means of enabling the clergy and "teachers, professional or volunteers, to exert a moral influence over the "young people who attend them, and that at a most critical period of their "lives. To succeed they ought to have the teaching and superintendence "of trained masters gifted with tact as well as experience; nor do these "institutions ever thrive unless the clergy, or other managers, take a personal "interest in them. The presence of voluntary teachers is wanted to give "spirit and heartiness to the work." Mr. Sandford also urges the importance of such unions giving an official recognition and more regular training to the young men who assist in these evening classes. In Sir James Kay Shuttleworth's East Lancashire scheme this is accomplished by subordinating local teachers to the organizing master. And it is hoped that this may be done in our South Staffordshire Union, where an organizing master has been employed for the last two years.

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. D. J. STEWART, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BEDFORD, BUCKINGHAM, CAMBRIDGE, HERTFORD, *and* HUNTINGDON.

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MY LORDS, Cambridge, 1861.

I HAVE the honor to bring under your notice the following facts connected with the elementary schools under inspection in this district.

There are at the present time 220 cases in which annual grants are payable, the greatest increase in schools of this class having taken place, during the past year, in Buckinghamshire, and the least in Bedfordshire.

| COUNTY. | Public Day Schools, according to the Census returns for 1851. | Supported by the Ch. of England, according to the Census returns for 1851. | Permanently liable to Inspection up to 29 May 1855. | In receipt of Annual Grants, from the Committee of Council on Education, up to 29 May 1855. | In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Aug. 1856. | In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Aug. 1857. | In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Aug. 1858. | In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Dec. 1859. | In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Dec. 1860. | Number of Teachers holding Certificates of Merit, up to 31 Aug. 1857. | Number of Teachers holding Certificates of Merit, up to 31 Aug. 1858. | Number of Teachers holding Certificates of Merit, up to 31 Dec. 1859. | Number of Teachers holding Certificates of Merit, up to 31 Dec. 1860. | Number of Teachers holding Certificates of Merit, up to 31 Dec. 1861. | In receipt of Annual Grants, from the Committee of Council on Education, up to 31 Dec. 1861. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HERTFORD - | 244 | 164 | 75 | 22 | 31 | 44 | 52 | 63 | 70 | 55 | 65 | 75 | 88 | 93 | 75 |
| BUCKINGHAM | 195 | 130 | 58 | 16 | 20 | 24 | 29 | 34 | 40 | 26 | 35 | 41 | 43 | 51 | 47 |
| BEDFORD - | 120 | 67 | 38 | 0 | 13 | 18 | 22 | 24 | 34 | 20 | 21 | 27 | 36 | 38 | 37 |
| CAMBRIDGE - | 188 | 104 | 66 | 22 | 20 | 22 | 21 | 29 | 36 | 25 | 25 | 32 | 38 | 40 | 41 |
| HUNTINGDON | 95 | 51 | 37 | 9 | 9 | 11 | 13 | 13 | 15 | 15 | 15 | 17 | 17 | 23 | 20 |
| Total - | 842 | 516 | 274 | 78 | 93 | 119 | 137 | 163 | 195 | 141 | 161 | 192 | 222 | 245 | 220 |

There are 21 schools in Hertfordshire liable to inspection on account of building grants, which have not at present the advantage of annual assistance from the Parliamentary fund.

There are also 22 cases in Buckinghamshire, 15 in Bedfordshire, 29 in Cambridgeshire, and 15 in Huntingdonshire.

This will appear more fully by the following list :—

HERTFORD.

Anstey.
Barnet, Chipping.
Bennington.
Buckland.
Burnham Green.
Chipperfield.
Great Gaddesdon.
Hitchin, St. Andrews'.
Hoddesdon, Easter Jones'.
Hormead, Great.
Leavesden.
Munden, Geeat.
Northaw.
Pelham, Brent.
Pirton.
St. Albans Abbey.
Stevenage.
Ware, National.
Watford Heath, Infants'.
Willian.
Wymondley.

BUCKINGHAM.

Aston Clinton.
Brickhill, Little.
Crawley, North.
Drayton Beauchamp.
Dunton.
Fulmer.
Granborough.
Hulcott.
Langley Marish.
Lavendon.
Lee Common.
Marsh Gibbon.
Milton Keynes.
Olney.
Risborough, Monks'.
Risborough, Prince's.
St. Leonards, Tring.
Stoke Hammond.
Stoke Mandeville.
Thornborough.
Tyler's Green, Infants'.
Wingrave.

BEDFORD.

Arlsey.
Biddenham.
Bletsoe.
Eaton Bray.
Felmersham.
Houghton Regis.
Keysoe.
Podington.
Riseley.
Staughton, Little.
Stopsley.
Tilbrook.
Wilden.
Wilshampstead.
Yelden.

CAMBRIDGE.

Barrington.
Barton.
Bottisham.
Brinckley.
Cambridge, St. Paul's, Infants'.
„ Pound Hill, Infants'.
„ Barnwell, Infants'.
Caxton.
Chatteris, Infants'.
Chesterton.
Conington.
Coton.
Croydon.
Ditton, Fen.
„ Wood.
Elsworth.
Fordham.
Gamlingay.
Gransden, Little.
Horningsey.
Impington.
Isleham.
Madingley.
Melbourne.
Oakington.
Rampton.
Sawston.
Swaffham-Bulbeck.
Wilbraham, Little.

HUNTINGDON.

Alconbury.
Bluntisham.
Broughton.
Catworth, Great.
Offord Cluney.
Orton Waterville.
Ripton, King's.
Sawtrey, All Saints'.
Spaldwick.
Stukeley, Great.
Thurning.
Wistow.
Woodhurst.
Woodwalton.
Yaxley.

35 apprentices have been appointed Queen's scholars, viz.:—

| | |
|---|---|
| MALES.—*1st Class.* | |
| Charles Pakes | Luton. |
| James Skeeles | St. Ives. |
| George Gates | Linton. |
| George E. Hutt | Cambridge, St. Paul's. |
| Henry Brown | Luton. |
| Richard Stamp | Wisbeach, St. Peter's. |
| *2nd Class.* | |
| Daniel Sharman | Dunstable. |
| William Burnett | Barley. |
| William Bailey | Cambridge, Barnwell. |
| Francis W. Parker | Barley. |
| William E. Harris | Cambridge, Castle End. |
| Thomas Lines | Hemel Hempstead. |
| Francis Chandler | Hertford, Cowper Testimonial. |
| Henry Godlington | Ely. |
| FEMALES.—*1st Class.* | |
| Mary A. Browne | Aylesbury, National. |
| Emily Betts | Cambridge, St. Paul's. |
| Louisa Smith | Broxbournebury. |
| Mary Pearson | Codicote. |
| Ann Roberts | Shenley. |
| Elizabeth Chalk | Abbots Langley. |
| Sarah E. Campbell | Great Amwell. |
| Susan Scott | Great Berkhampstead. |
| Jane West | Cambridge, St. Paul's. |
| Martha E. King | Warboys. |
| Betsy Osborne | St. Neots. |
| *2nd Class.* | |
| Rosaline E. Carter | Cambridge, St. Giles'. |
| Ellen Martin | Soham. |
| Mary A. Messer | Bayford. |
| Emma Bonner | Walkern. |
| Sarah Sole | Walkern. |
| Elizabeth L. Cain | Luton. |
| Susannah Hull | Shillington. |
| Sarah E. Webb | Hitchin, St. Mary's. |
| Emma Taylor | St. Neots. |
| Emma Wright | St. Albans, St. Peter's. |

These names are placed in the order of merit as they stand in the official lists.

The names of 32 other apprentices have been removed from your Lordships' registers for various reasons which are given in the following table:—

| | Male. | Female. |
|---|---|---|
| Dead | – | 1 |
| In ill health | 1 | 4 |
| Dismissed | 2 | 5 |
| Following other employments | 8 | 8 |
| Alarmed at the Revised Code | – | 2 |
| A Methodist Preacher | 1 | – |
| | 19 | 20 |

One has been transferred to another district, and several have failed to pass the examination for scholarships, but the precise number is not known at present.

Before offering an opinion of the efficiency of the schools aided by public grants, it is necessary to state distinctly the various circumstances under which teachers may be placed in their attempts to give a sound though plain education to the children of the poor.

Schools in the receipt of annual aid from the Parliamentary fund may be divided into three groups :—

A. Those just rescued from the hands of inferior, untrained, and uncertificated masters or mistresses :

B. Those opened for the first time under well-trained teachers : and,

C. Those that have been long established under able and thoughtful teachers supported by the sympathy and encouragement of managers entering cordially into the spirit of your Lordships' Minutes.

A. Schools which may be thrown into the first group furnish by far the most severe test of a teacher's tact, patience, and practical skill. The previous history of many amounts to this :—They have been left for years under the unchecked control of a master or mistress who has taken the school on speculation, eking out some small endowment, it may be, by the children's pence, by measuring land, keeping parish accounts, or holding a variety of small, ill-paid offices.

Starting without books or apparatus, having no manager's name or influence to fall back on, and borne down in many cases by actual want, these venture-teachers become the mere slaves of circumstances. For policy's sake they dare not risk any loss of the weekly payments from scholars, and they are often driven to various expedients to get up a name for learning and accomplishments. Without energy to carry out a system of instruction, even if they had the ability to devise one, and without the moral weight to maintain real discipline, one licence after another creeps into the school, and one irregularity becomes a precedent for another, till the bubble bursts, and the speculation ends in bankruptcy or actual flight. Whenever a school and its neighbourhood are subjected to such distressing scenes, and I have not noticed far graver ones which have come under my notice, it is not easy to over state the difficulties of the teacher who has to bear up against the natural suspicion and indifference which these or similar occurrences strengthen and intensify. In the cases which I have known most thoroughly it has taken two or three years to win back the confidence of the poor and establish the authority of the school.

B. Schools of the second group do not call for many remarks. If it is granted that our duty is to teach the poor in order that all who have any power in them may have a chance of using their natural gifts so as to secure their well-being in this life and their peace in the life that is to come, it will not be denied that the trouble of bringing any educational system into effective operation where the name and existence of a school-room is a novelty, is very much like the labour which attends all missionary enterprise. Those who are mentally destitute do not cry out for instruction, but have to be sought after and taught, and so the school teachers have to begin their work where their help is not asked for, and where it requires unusual tact and patience to hold their ground against the rival powers of ignorance and barbarism.

C. Lastly, I ask your Lordships to consider the actual position of schools belonging to the third group, which have been established for years under wise management, and have enjoyed the most liberal support.

It might be expected that there are many institutions scarcely touched by the many complex hindrances which one period of neglect hands down to another, and that under such favourable circumstances good teachers could give a practical answer to a difficult social question, *i.e.*, the education of the poor. It is beyond doubt that the patience, self-denial, and practical ability of many teachers have over and over again created and maintained a valuable and lasting influence on both their pupils and neighbourhood, which is not the less real because it can be measured only in general terms. But there is one effectual bar to rapid extension of elementary education which they have not overcome.

All that has hitherto been gained in the struggle against ignorance has failed to keep children in the mass under instruction sufficiently long to give the power of the school a fair chance of doing its work; and in this one fact, too often overlooked, and too little known, lies the answer to the charges of partial failure which may be made against the Minutes of 1846.

The table which follows consists of extracts from the summaries of the registers kept in 54 school-rooms in this district for the last school year in each instance. To the best of my belief, the results have been obtained from the same form of register, viz., the Durham register, in every school which is quoted. In most of the examples given there is no other school which the children could attend; their education is begun and ended within the same four walls. Some of the schools have rooms for infants attached, but there are only eight of them under the charge of efficient trained teachers,

and to avoid confusion no return has been taken from the registers of any of them. There are only four cases in which the teachers are not trained as well as certificated masters or mistresses ; while 32 have been trained in the same normal institution, and consequently are evidence of the results obtained by the same system of school management applied to schools situated under all possible advantages or disadvantages.

| — | Number on Register. | Number present at all. | Average Number present. | Average Number of Days attended by each Child present at all. | Average Period of each Child's attendance since first Admission. | Average Age of Scholars. | School Pence. |
|---|---|---|---|---|---|---|---|
| | | | | | Y. M. W. D. | Y. M. W. | £ s. d. |
| 1 | 94·5 | 78·7 | 65·0 | 4·0 | 1 3 2 1 | 9 2 0 | 13 2 10 |
| 2 | 66·4 | 53·2 | 48·8 | 4·4 | 2 0 0 6 | 7 5 0 | 17 2 4 |
| 3 | 70·6 | 54·4 | 47·5 | 3·9 | 1 2 0 5 | 8 7 2 | 21 3 6 |
| 4 | 47·0 | 37·4 | 34·0 | 3·9 | 2 1 0 0 | 8 7 0 | 6 13 9 |
| 5 | 108·1 | 80·5 | 80·5 | 4·9 | 0 7 1 0 | 5 1 0 | 23 17 6 |
| 6 | 62·9 | 52·0 | 45·4 | 4·1 | 1 2 0 3 | 9 8 0 | 16 3 9 |
| 7 | 147·8 | 122·0 | 104·2 | 4·0 | 0 8 8 0 | 7 6 0 | 21 19 11 |
| 8 | 81·3 | 59·4 | 55·7 | 4·4 | 1 3 0 0 | 7 1 0 | 17 16 3 |
| 9 | 189·5 | 153·1 | 140·3 | 4·5 | 1 7 0 0 | 5 2 0 | 24 16 8 |
| 10 | 64·6 | 49·0 | 43·6 | 4·4 | 0 3 2 0 | 9 3 0 | 12 16 4 |
| 11 | 39·5 | 29·7 | 27·7 | 4·3 | 0 10 2 0 | 7 9 0 | 5 5 9 |
| 12 | 147·0 | 114·0 | 97·2 | 3·9 | 1 11 0 0 | 6 8 0 | 20 9 10 |
| 13 | 99·2 | 78·1 | 69·4 | 4·2 | 0 7 1 0 | 6 9 5 | 13 2 8 |
| 14 | 60·36 | 53·37 | 47·57 | 4·38 | 1 10 0 3 | 11 2 0 | 9 15 7 |
| 15 | 31·5 | 25·8 | 23·07 | 4·3 | 0 2 3 0 | 7 2 0 | 4 4 0 |
| 16 | 61·5 | 55·5 | 54·7 | 4·5 | 1 10 0 0 | 10 4 0 | 17 13 4 |
| 17 | 98·6 | 83·8 | 72·6 | 4·2 | 1 9 0 0 | 9 0 3 | 19 8 0 |
| 18 | 82·4 | 75·7 | 65·6 | 4·1 | 2 2 0 0 | 9 6 0 | 17 8 7 |
| 19 | 66·8 | 46·5 | 36·9 | 4·1 | 0 3 2 4 | 6 6 0 | 8 9 7 |
| 20 | 90·0 | 82·0 | 66·0 | 4·2 | 2 8 3 0 | 9 10 0 | 21 1 11 |
| 21 | 217·71 | 174·13 | 142·23 | 3·94 | 1 6 1 0 | 10 0 0 | 63 17 11 |
| 22 | 75·7 | 57·1 | 52·6 | 4·3 | 1 9 2 0 | 8 5 0 | 10 5 4 |
| 23 | 66·7 | 55·9 | 46·1 | 4·3 | 2 8 0 0 | 8 11 0 | 14 1 3 |
| 24 | 100·0 | 93·0 | 68·1 | 4·17 | 0 9 3 3 | 9 3 0 | 22 12 5 |
| 25 | 75·0 | 50·4 | 42·0 | 4·0 | 0 5 2 0 | 7 7 0 | 18 3 2 |
| 26 | 63·4 | 57·9 | 50·4 | 4·0 | 2 7 2 0 | 8 5 0 | 2 16 4½ |
| 27 | 68·0 | 55·7 | 50·4 | 4·45 | 2 10 0 0 | 9 0 0 | 20 10 6 |
| 28 | 80·4 | 63·6 | 53·2 | 4·0 | 1 0 0 0 | 7 1 0 | 12 9 6 |
| 29 | 109·1 | 94·8 | 86·5 | 4·2 | 2 6 0 0 | 8 1 0 | 20 18 7 |
| 30 | 72·0 | 65·0 | 60·0 | 4·5 | 2 5 4 0 | 7 9 0 | 12 12 9 |
| 31 | 102·7 | 88·7 | 83·8 | 4·3 | 2 3 0 5 | 7 0 0 | 36 5 0 |
| 32 | 64·6 | 62·4 | 57·16 | 4·45 | 1 4 0 0 | 9 2 0 | 16 11 1 |
| 33 | 110·0 | 166·0 | 79·962 | 4·515 | 1 3 1 0 | 8 2 1 | 35 3 8 |
| 34 | 97·0 | 87·1 | 78·8 | 4·4 | 1 7 1 0 | 8 6 3 | 21 4 7 |
| 35 | 70·6 | 56·7 | 52·8 | 4·4 | 1 10 2 3 | 8 6 2 | 16 0 2 |
| 36 | 297·1 | 261·0 | 230·1 | 4·1 | 1 8 2 4 | 10 6 0 | 87 16 5½ |
| 37 | 114·0 | 102·0 | 92·0 | 4·4 | 1 1 2 1 | 9 7 2 | 40 15 11 |
| 38 | 89·7 | 67·5 | 61·8 | 4·4 | 2 0 2 0 | 9 2 2 | 16 5 11 |
| 39 | 278·6 | 242·2 | 208·6 | 4·1 | 1 7 3 0 | 10 2 0 | 70 1 10½ |
| 40 | 65·0 | 57·0 | 51·1 | 4·3 | 2 1 3 0 | 9 0 0 | 31 0 1 |
| 41 | 99·0 | 87·6 | 79·1 | 4·24 | 1 5 0 0 | 9 10 0 | 24 19 3 |
| 42 | 166·0 | 126·2 | 106·0 | 4·0 | 1 7 2 0 | 7 9 0 | 25 11 0 |
| 43 | 220·6 | 197·3 | 169·5 | 4·0 | 1 2 1 0 | 9 3 0 | 50 1 1 |
| 44 | 118·38 | 103·38 | 85·7 | 4·5 | 1 4 0 0 | 6 1 0 | 29 16 2 |
| 45 | 136·1 | 111·9 | 98·2 | 4·3 | 1 8 0 0 | 8 3 0 | 52 5 6½ |
| 46 | 115·0 | 101·5 | 91·2 | 4·2 | 1 8 0 0 | 9 2 0 | 18 13 0 |
| 47 | 112·0 | 82·0 | 74·6 | 4·4 | 2 3 0 0 | 8 2 0 | 20 7 4 |
| 48 | 187·4 | 159·8 | 140·9 | 4·0 | 1 7 0 0 | 9 2 0 | 41 16 10½ |
| 49 | 58·5 | 46·1 | 42·2 | 4·3 | 2 3 0 0 | 8 5 0 | 3 19 4 |
| 50 | 210·9 | 186·5 | 175·6 | 4·5 | 1 9 0 0 | 9 3 0 | 40 10 0 |
| 51 | 102·3 | 89·3 | 77·7 | 3·8 | 0 10 0 0 | 9 9 0 | 28 18 0 |
| 52 | 104·4 | 79·4 | 67·4 | 4·1 | 1 10 0 0 | 10 1 0 | 22 1 2½ |
| 53 | 126·0 | 90·4 | 73·6 | 3·8 | 0 8 2 0 | 10 1 0 | 24 13 6½ |
| 54 | 109·8 | 69·6 | 55·0 | 3·7 | 1 2 0 0 | 9 2 0 | 16 15 2½ |
| Average | 107·245 | 90·24 | 77·96½ | 4·217 | 1 6 2 3 | 8 6 2 | 23 15 0½ |

It appears from these columns of figures that there is not a single case in which the average duration of school life reaches three years, that there are only fourteen in which it amounts to two years, and that the average of the whole is only one year six months; yet the returns come from schools which in some instances have been for 10, 12, or more years under the same teacher, and are deservedly well thought of. So again, there is only one school in which the average age reaches eleven years, but this is a village school, in which the scholars receive sundry annual gifts from the owner of the parish. The average age in the whole 54 cases is only eight years six months, yet the social position of the children whose attendance supplies the returns is as varied as possible.

There are of course children who remain for years under instruction, and do not leave school till they are 13 or 14 years of age. For example, in one small school, with an average attendance of only 34, the mistress has in five years supplied four apprentices and one domestic servant, but the average age even in that case is only eight years seven months, and the ordinary length of school life is merely two years one month; that is to say, the few exceptional cases are lost in the stream of young children that are hurried irregularly through even the best of schools and absorbed in labour.

It may be said that the exclusion of infants' rooms from these returns makes the whole statement in some respects worse than it need be made; and so it would if these rooms could always show a claim to be treated as places for additional instruction, but many of them are in reality nothing more than public nurseries, where a woman can get a child taken care of while she is out at work. Really good schools for infants, under well-trained mistresses and apprentices, are most valuable institutions, but unfortunately they are almost as rare as they are desirable.

Nor would it be right to conclude that the time spent in a school for infants is always so much to be added on to the time passed under instruction elsewhere, or, even if it were so reckoned, that it would mend matters much. In districts where lacemaking, straw plaiting, or bonnet sewing is the popular employment, many children never go to any school but one for infants, and even there their stay is very short.

In illustration of this statement I give the annual summary of a school for infants situated in a town where bonnet sewing is the chief trade.

SUMMARY for the Year ending May 1, 1860.

| Quarter. | Number on Register. | Number present at all. | Average Number present. | Average Number of Days attended by each Child present at all. | Average Period of each Child's Attendance since its first Admission. | Average Age of Scholars. | Received by School Fees. |
|---|---|---|---|---|---|---|---|
| | | | | | Y. M. W. D. | | £ s. d. |
| 1 | 167·1 | 122·0 | 98·81 | 3·68 | 1 4 1 1 | — | 6 11 0 |
| 2 | 189·0 | 136·2 | 111·77 | 4·01 | 1 2 0 4 | — | 6 3 8 |
| 3 | 163·1 | 110·8 | 92·54 | 4·06 | 1 4 3 1 | — | 5 1 4 |
| 4 | 168·1 | 114·8 | 96·67 | 4·06 | 1 4 3 2 | — | 6 4 8 |
| Averages for the Year | 171·8 | 120·9 | 99·94 | 3·95 | 1 4 0 0 | — | 24 0 8 |

Three years ago I remember seeing a girl in this school who was going to leave next day to be employed in picking "lemur," *i.e.*, fine horse hair for trimmings. Personal influence had retained the child at school till she was nearly 8 years old, and at that age she was to earn 1*s.* 6*d.* a week for 66 hours' work! If the girl could do 1 lb. of hair per day she might earn one halfpenny more.

Whatever exceptions may be taken to these results of registration which I have collected, there are certain general conclusions to be drawn from them which can hardly be denied.

Parochial schools, even when most favourably placed, are attended by children who enter them usually in total ignorance, and remain under the control of teachers for very few years. An attendance which at most extends over a short period, is broken up by all the irregularities which can be traced to the poverty, or thoughtlessness, or indifference of parents. Children come to school till some way of starting them in life is found, and then their education is summarily closed. Nor is this a peculiarity of the poorest districts or the poorest families; it shows itself everywhere.

Every school has its own individual difficulties and its own powerful competitors for the possession of a child, whether silk mills, paper mills, lace merchants, bonnet factories, racing stables, or farmers. When employment is plentiful the school suffers, when trade is dull it fares better.

But notwithstanding these inherent difficulties of the education question, I have no hesitation in bearing witness to the valuable progress which has been made through the labours of that special class of school teachers which your Lordships' Minutes have entirely created. I can repeat this year what I stated on this point in my report for the year 1860: "The "Parliamentary grant has been applied according to its inten-

"tion and done its work well." There may be found amongst the schools in the receipt of annual grants some very feeble specimens of school-keeping, but, taken as a whole, they are a great success. That a number of children leave these schools very imperfectly instructed is quite true, but that is neither the fault of the teachers, as a body, nor of your Lordships' minutes; it is the fault of the children's parents, who take them from school before it is possible to teach them anything thoroughly.

Any child who regularly attends a school of average efficiency aided by grants from the State, may receive an excellent education, and that is, I conceive, all that the Minutes of Council were intended to secure, viz., a sound elementary education for those who choose to take it.

The great aim of the teachers employed in this district has been to give their best powers to careful lessons in Holy Scripture, and the necessary elements of instruction, and in many instances they have been eminently successful. Without, however, undervaluing good reading or correct cyphering, I think it a mistake to look on familiarity with these subjects as the only great results which good schools achieve. The spirit which runs through each one of these institutions, and influences for good, more or less, the character of every child, is that which gives to each its peculiar and highest value. Real teachers throw a spirit into the driest of subjects, which is very remarkable, and the moral power they at times possess over the children that gather round them is quite as striking. But it must not be forgotten that the fruit of this combination of teaching and training is not matured at once. If we want to know what are the true results of the educational machinery which is now in operation, we must look to the general effect on society which may be produced in time. At present we are merely dealing with the means, and making them as perfect as circumstances will permit.

In speaking thus confidently of the general efficiency of aided schools conducted by teachers trained under your Lordships' instructions, I see no reason to withdraw any statements which I have made in previous reports respecting the tendencies of particular students to adopt more ambitious or theoretical views of school management than seem to me desirable. Those statements were made from a real and most earnest wish that training should be made as perfect as possible, and not from any doubt of its value or success. It is not unnatural to commence with ambitious aims which are sobered down with a very little experience, and it is rare to find that the tendency I have spoken of does not give place to

more practical methods as the real difficulties and special necessities of the work to be accomplished are more plainly brought under observation.

In remarking on this somewhat ambitious style, I must add that I am not to be understood as complaining indirectly of that personal conceit which is too often talked of. Very likely it does exist in individual cases, but it is unjust to blame a whole class for the failings of a few. Indeed the charges made against the whole body of educated schoolmasters and mistresses are so contradictory and numerous that if they were all true the whole class would by this time have ceased to exist.

I feel tolerably certain that no amount of evidence can be brought against the modern race of school teachers so powerful as that which exists in their favour.

If amongst nine or ten thousand young persons educated under circumstances which almost secure a right course of study, there are some bad teachers, overdressed young women, conceited or even unprincipled men, it is unfortunately what might and does happen in all other callings.

The worth and skill of the teachers who have annually left normal institutions, as far as my experience extends, have been more and more readily acknowledged by their employers; some may have made mistakes which their best friends have regretted, but there are far more instances of a forbearance under provocation, a tact and discretion under difficulties, which are honourable and encouraging examples of quiet unobtrusive devotion to their work.

Many schools now in the receipt of annual grants have been brought into connexion with the Committee of Council on Education almost entirely through the influence of teachers near them whose example overcame the prejudices hastily taken up against the training school system.

Some of the best schools which I have seen are strictly rural ones, for which it is said well-trained teachers are not suited, and the most notable of these have been entirely created and carried on by the most highly-trained teachers employed in this district.

I feel most decidedly that many of the statements made as to the inapplicability of your Lordships' minutes to rural districts are mere evasions of the true state of affairs.

Many people are, in their secret hearts, jealous of the education of the poor, but are not candid enough to own it. They point to the half-ruined school-buildings which have been neglected for half a century, and complain of the requirements of the Council Office that the roof must be mended and the

rooms floored; or they denounce as excessive the teacher's salary, which in many cases is far less than that of a butler or lady's maid.

But these unworthy pleas for inaction will surely give way to a higher and better sense of what is due to the poor. Right feeling will, in the long run, get the better of narrow prejudice, and your Lordships' Minutes will be more heartily accepted, more generously supported.

Judging from what I see in a purely agricultural district, I can state confidently that the more highly teachers are trained, the greater prospect there is of the increase of really efficient schools.

Every year's experience convinces me more strongly that the key to the educational position taken up by the Minutes of Council is the full and unimpaired effectiveness of the training school system.

I have the honor to be, &c.

D. J. Stewart.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## General Report, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. G. R. Moncreiff, M.A., *on the* Church of England Schools *inspected in the Counties of* Cumberland, Durham, Northumberland, *and* Westmoreland.

My Lords.

### Elementary Subjects.

My attention has been chiefly directed during the past year to the state of instruction on what are called the "elementary subjects," and in the younger classes. In the present aspect of the educational question, the most useful contribution which an inspector can make seems to be, to present as faithful a picture as he can of the real facts of elementary education in his district. To these facts I shall endeavour to confine myself.

Misapprehension of facts.

I am the more anxious to do this, because, simple as the subject may appear, there seems to me to be a very general misapprehension of the true bearing of the evidence accumulated from year to year. It is thought that, if a large proportion of children leave our schools imperfectly grounded in reading, writing, and arithmetic, it must follow that there is either neglect on the part of the teachers, or some radical defect in the system of instruction. Like most of my colleagues, I have at different times stated the short-comings of the work done; but, as I differ very widely from the inference drawn, I am glad to be able to give what I think the correct reading of the facts, as regards the Northern District.

Statistics.

First, and as briefly as possible, I must call attention to the statistical summary. From Summary A. (2) it appears that, on the average, 67·89 per cent., or nearly *seven-tenths* of the scholars on the books of any school, have been in the school for less than two years; while 8·71 per cent., or a little more than *one-twelfth*, have spent four full years in the same school. With results like these, I am well aware, the public mind is tolerably familiar. The idea suggested is apt to be, that of a school of 100, with a small first class of eight or nine, a second class of about 20, large third and fourth classes, including together from 60 to 70 young children. Were this so, it would be a sufficiently discouraging picture. But it is not so, except in rare instances. The real picture is far less symmetrical. By comparing A. (2) with A. (1) it will be

perceived that the proportion of very young children does not nearly equal the number of those who have been less than two years at school The entire number under ten years of age is only 66·23 per cent. If, therefore, it be assumed that there is any regular connexion between the ages and the length of attendance, it would plainly follow that no children now under ten had entered the school till between seven and eight at soonest. Again, assuming the oldest children to have been longest in attendance, we have—

(1).—2·64 per cent. over 14 who have been at school 5 years and over.
(2).—1·33 „ „ 13 „ „ „ „
(3).—2·5 „ „ „ „ „ 4 „
(4).—2·24 „ „ 12 „ „ „ „
(5).—4·24 „ „ „ „ „ 3 „

Of groups (1) and (2) we know nothing positively, as to the age of entrance. Group (3) must have entered between eight and nine; group (4) between seven and eight; group (5) between eight and nine. The intermediate columns would lead to similar results. The conclusion is (*on the assumption*) that no children of any age can have entered school under seven, except the small per-centage who have been there five years *and over!* This conclusion is plainly contrary to the fact. These very tables show that, in the present year, not much less than *one-third* of the whole number are under seven. It follows, by a plain *reductio ad absurdum*, that the connexion between age and attendance is not merely irregular, but so thoroughly and systematically interfered with by disturbing causes, that for statistical purposes it may be regarded as non-existent. It will be more nearly true to say there is no such connexion, than to attempt to define in any way its limits and laws. It follows also that we see pretty plainly how it is that that connexion is broken. In order to maintain it, the entry under the head "Five years and over," should have been something like 30 instead of 3·97 per cent.; so as to balance the 32·77 who are over ten years of age. As it is, the children of the higher ages cannot be accounted for in any reasonable way, in the columns of attendance. There is but one solution of the paradox. These older children have, not in a few instances but largely and systematically, entered the school within two years; while, in like manner, the children who form the younger classes of any given school this year, are to be found (if anywhere) next year in the higher classes of another.

Fluctuation.

I am anxious to call attention not simply to the existence of this evil, but to its extent. It is even greater in reality than these figures would lead one to suppose. The upper

classes are, in many schools, supplied almost as largely as the lower by fresh arrivals, instead of by a regular succession from below. By the "upper classes," I mean, not chiefly the *first*, but the *second* and *third*, where the older new-comers usually find their level. There are, of course, great differences between school and school. I have seen a school where, at no particularly critical season, half the first class had changed within a month, not by promotion, but by fluctuation. I know another large school, in which the first class has been almost stationary for a twelvemonth, while an incessant change has been going on in the 6th and 7th classes. Here and there, there are schools almost wholly free from change. In general, the order of fluctuation is nearly this:—

*a.* Agricultural schools in Northumberland, where the hinds are constantly migrating from place to place.
*b.* Schools in newly-established collieries or manufactories, where the workmen are usually of an inferior and unsettled class.
*c.* Schools in seaports, and in the lower districts of other towns.
*d.* Schools in smaller towns.
*e.* Schools in long-established collieries.
*f.* Large town schools.
*g.* Agricultural schools in Cumberland, Westmoreland, and the western side of Durham.

The exact arrangement may be questioned; but, allowing for exceptions, I believe that no one who knows the district will dispute its substantial accuracy. It is clear that these inequalities must very greatly increase the difficulty of fixing any definite standard for the work done in any particular case.

Difficulty of testing progress.

I have not dwelt on *irregular* attendance, partly because I wish to bring out into strong relief this one evil of *migration;* and partly, also, because mere irregularity does not create the same difficulty, or a difficulty of the same kind, in applying a test of work. If, for example, in a Westmoreland school I have 50 children, who are on the whole the same 50 who were there last year, with the loss of a few older ones, and the addition of a few young ones, then, whatever their attendance has been, I can measure their progress in proportion to their time. I can even compare school with school pretty accurately, by a process of Compound Proportion of averages, thus:—

$$\text{As } \frac{\text{Progress}}{\text{Time}} : \frac{\text{Progress}}{\text{Time}} :: \text{School} : \text{School.}$$

But, if I come to a school, where, of 100 children, 75 are new arrivals, these being scattered up and down, of all classes, all ages, all attainments, it is plainly a work of extreme caution and patience to arrive at any safe conclusion on the character of the last year's work. It is easy, and it is plausible, to take the attainments of a school, or a cluster of schools, as they stand, and without reckoning hindrances, to pronounce them unworthy of the machinery employed in producing them. It is still easier to cull instances of ignorance, and string them together as samples of teaching. It would be equally easy, and almost as plausible, to dwell exclusively on difficulties, and treat them as excuses for every defect. But to go narrowly and accurately into the question, how nearly what has been done approaches to what might have been done, is not a work of a moment: I have found it most perplexing, after six years' knowledge of the district. I cannot take the attainments by themselves as my test, because they are unequally affected by various disturbing causes. I cannot take them relatively to age, because the children do not advance according to age. I cannot even test them individually, according to the length of their attendance, because I have no means of telling from what point they started, when they entered the school. I have endeavoured to go more closely into the question, though my result, from the very mode of investigation, will not admit of being brought out in the same sharp and salient form as more sweeping generalisations.

## Method of Inspection.

First, then, as to the neglect of younger classes. My tests have been these.* Tests.

1. The actual state of discipline and attention throughout the school, on the day of inspection. Some may be startled by finding this occupying the foremost place. Fairly and fully applied, I believe that it scarcely ever deceives *on the positive side*. Good discipline cannot be counterfeited by a few days' drill, still less can a young class be rendered attentive as well as orderly, by activity assumed for the occasion. The defect of this test is on the negative side: a school often does itself injustice on the day of inspection. Allowing for this (which will not often happen twice), I see little cause 1. State of school on day of inspection.

* What follows assumes the form of an account of an actual inspection. Of course, when I have known a school for years under the same teacher, many parts of this process can be slightly touched, and more time is left for oral examination.

under this head for charging teachers with neglect. The least satisfactory cases, as a whole, are schools of from 50 to 70 children, with a single pupil-teacher. There is not often noise in the younger classes, but there is not unfrequently lifelessness and inattention. In larger schools, for the most part, one tone pervades the whole; the few instances to the contrary will be found noted in the tabulated Report.

2. Organization.

2. Having formed my opinion on this point (subject, of course, to modification, as the inspection proceeds), I should next begin to ascertain the actual organization and arrangement of the staff of teachers. I should observe the distribution of pupil-teachers or monitors; mark how, and how far successfully, every class was kept constantly in hand; and specially, whether a fair share of the teaching power was assigned to the younger children. It is not difficult, even without further inquiry, to see whether what meets the eye is really a sample of the ordinary routine. But, of course, inquiry does follow before the close of the day, as to the system pursued, especially as to the employment and superintendence of the different pupil-teachers. Here, I conceive, is one of the weakest points, which, though not morally of the nature of neglect, has yet sometimes very much the same effect as if it were so. In large schools, with more classes than teachers, it is a problem not very easy of solution, how to keep all classes at work, superintending all, yet not ceasing to be the actual chief teacher. The gift required is the gift of government, a clear head to organize a system of work, and force of character to impress that system on subordinates. It is not wonderful that there should be failures and partial failures in a body of very young men, who can never have learnt this particular branch of their duties except in theory, or from the recollections of their own apprenticeship. As regards the younger classes, the chief faults are these: sometimes they are left to the care of the junior pupil-teacher or a candidate, with an occasional or periodical, perhaps one daily, lesson from the master; sometimes each pupil-teacher takes them in turn, but with less direction and superintendence than when engaged in higher work, as if teaching the first rudiments were too easy a task to need special oversight; sometimes the master attempts to be himself their principal teacher, without neglecting the older classes. All these methods, more or less, fail; the last most signally, as it is the most rarely attempted. The really successful schools are those in which the master or mistress directs and superintends the instruction of each class, and tests it periodically by regular examinations. Here, then, I conceive there is room for improvement in very many

of our schools. Teachers should study more deeply the art of directing and controlling the work of their apprentices or monitors. Yet when I speak of "failing," I mean failing to bring out the proper strength of the pupil-teacher system. In very few cases indeed, is there anything like failure, as compared with the organization of the best teachers working single-handed.

Teachers with high and low certificates.

I am tempted to digress for a moment, to say a few words on another topic. It has often been asserted that teachers with low certificates are superior, practically, as a body, to those of a higher class. The assertion, in this broad form, seems to me unmeaning, and has probably arisen from a confusion of ideas, between the case of students and that of experienced *teachers* gaining certificates by simple examination. In the latter case, it is reasonable enough to say that the most vigorous school-worker is not likely to have been the most successful *crammer* for examination. To students, who *must* have gone through the same course, the distinction does not apply. But, though it is not *more* likely that the third-class man should be a successful schoolmaster, it is perhaps almost equally likely, or at least not so much more unlikely, as the difference of rank would seem to indictate. Now, what I wish to observe is, that when the first-class man fails, or the third-class man strikingly succeeds (neither case is in my experience common)*, it is hardly ever as a *teacher*, properly so called. The students of highest attainments have almost always been good class-teachers; when they fail, it is in vigour, nerve, power of command, and force of character.

Teachers' knowledge of lower classes.

3. I now return to my immediate subject. Supposing the result of my observations so far to be in any degree unfavourable, I should then endeavour to find out how far the master was personally acquainted with the state of his lower classes. with the routine of their work, with the character and efficiency of each pupil-teacher. This is easily ascertained by conversation and other incidental indications, and is a very

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* There are, I believe, in my district at this moment, *six* masters only, whose *original* certificates were of the first class. They are—(I name them in *geographical* order) .—

Mr. Collinson, Duke of Northumberland's School;
Mr. Mare, Alnwick Corporation School;
Mr. Mitcheson, Newcastle, St. Andrew's;
Mr. Elliott, Lamesley;
Mr. Fish, Durham Blue Coat;
Mr. Reed, Barrington, Bishop Auckland.

I need hardly say to any one who knows the district that there is no case of failure here. If I had to select my best schools, most if not all of these names must be included in the list.

important element in forming the final opinion. It goes far to determine what weight is to be given to his explanations of apparent defects. If he shows that he has his school in hand, that he is alive to the weak points, and discriminating in his judgment, I should treat his remarks with respect, and hesitate before I condemned. If, on the other hand, he betrays ignorance of the real state of things, if the younger children seem not at home with him as their teacher, nor he with them—if each pupil-teacher has his own way of teaching, with little or no appearance of a master mind giving unity of system to all;—if these and such like symptoms are discoverable, I have then corroborative evidence that there is something wanting—that at least for that school he is somehow incompetent. I should then very much put excuses and palliations out of view, and judge the school very nearly by its absolute results. In the full strength of this description it applies to very few cases;—indeed, I may safely say to not one important school in the district. But there are many degrees both of vigilance and of precision; and the great majority of cases lie between the two extremes. I find usually a pretty clearly developed scheme for the general work, and a fair amount of personal knowledge of all classes. Now and then I find a master appealing to a pupil-teacher on matters which ought to be within his own knowledge; but, on the whole, my verdict under this head would be favourable, not only to the integrity, but to the method of our teachers.

Inequality of attainments.

4. It is evident that, while making these observations, I must also have seen a good deal of the actual work of classes. I have probably heard more than one class read, examined the dictation of others, and possibly inspected some of the copy books. My next object would be, to complete my view of the elementary subjects, in order to see whether the attainments rose from class to class gradually and steadily, or whether there was at any point a great gap between contiguous classes—as, between 1st and 2nd, or 2nd and 3rd—or, again, between different sections of the same class. If such a gap appears, it is *primâ facie* suspicious. But it *may* arise from differences of attendance. The first class, for example, may be the entire group of those who have stuck to the school through harvest months or severe winter weather: if so, probably, there is little or no distinction of age between them and the second. Anyhow, the test is easy. The registers are at hand. Take that for the class immediately below the gap. A few minutes' examination will show if there has been, in their case, sufficient irregularity to account for their backward-

ness: if so, the teacher is blameless; if not, the great gap remains to indicate over-attention to a few quick and forward children. Now, I must confess that the tendency is always to note the inequality as a blot which ought to be removed. And it is good for teachers that it should be so. For they are on dangerous ground. The more unavoidable the discrepancy, the stronger is the tendency to work hardest on the soil which promises to repay the culture. Yet, undoubtedly, it *is* in many cases unavoidable. Do what a teacher will, steady attendance will go ahead of irregular. I should in such a case note the blot, but should seldom, until after two or three inspections, attribute it without other evidence to the master's neglect, or undue cramming of upper boys. *This* is not often fairly to be attributed; though teachers sometimes yield too readily to the force of the stream and sit down under the conviction that the evil is beyond their curing.

Attainments of first and second classes.

5. I should then proceed to apply another test, by examination of the upper section itself. Provided they have, on the whole, been educated in the school, or at least passed through two or three of its classes, I should assume that their accuracy in *elementary* subjects is a fair test of the quality of the grounding given to all who attend with regularity. I have seen it already in its *methods;* here, I have its "*results.*" If, indeed, the first, or first and second, classes be in any sense a privileged order, as master's boarders, or children paying at a higher rate, or even foundation scholars, whose attendance is compulsory, they are no samples of anything beyond themselves, and, unless they form a considerable proportion of the whole number, their presence is a questionable advantage. But, if they have risen fairly from the ranks by comparative regularity of attendance, I hold it reasonable to infer from this, in connexion with other tests, that the education is good, if they who have been in all stages its real recipients prove themselves well and solidly grounded. I should try them in each subject on ground below that which they professed to be doing. If they were reading an advanced book, I should hear them read an easier one, or gloss a passage which they had recently read; and I should expect the reading of each sentence to be so nearly perfect in all respects—that a teacher might be content to leave it, as requiring no decided correction, and admitting of no palpable improvement from further practice. In arithmetic, I should try them in notation and in straightforward questions in compound rules, before I looked at their higher work. If they professed to be doing such rules as interest or square root, I should require some questions involving thought in simple and compound proportion. If they

professed composition, I should expect the writing to be first-rate, and spelling from dictation almost faultless. These tests are undoubtedly severe. A school that stands them fully takes rank in the highest class. But, in a very large proportion of schools their application is so far satisfactory, that I am able to pronounce the work to be, on the whole, sound and solid. *Good* reading is indeed rare; but great injustice is done, when it is supposed that remarks like this are meant to imply that there is much to complain of, in the mere utterance of words, or the mechanical adjustment of pauses. Reading, as it is understood or valued among the parents of these children, is carefully and successfully taught. No subject has, for the last three or four years, had more attention from teachers; and in no subject (except religious knowledge) is the difference more marked between an inspected and an old-fashioned school. In a higher point of view, undoubtedly, I am not content with things as they are. Our strong provincialisms in these parts are a great hindrance to expressive reading; nor do I think that either the ordinary methods of teaching are happy, or that teachers study as much as they might do, how to adapt them to each lesson as it comes. Methods should be more elastic; teachers' minds should have freer play; and their standard of what is attainable should generally be higher. But looking back ten or even four years, I am too thankful for the progress made to be querulous or distrustful because of remaining imperfections. In the early days of the present system there was undoubtedly a rush in the direction of "useful knowledge," to the detriment of elementary subjects. Reading-books were framed on the assumption that the chief object was to convey information: slip-shod English and loosely-jointed sentences being apparently regarded as matters of no moment. Teachers and apprentices were led to look to an "oral lesson" on geography, grammar, history, or "objects," as the ground on which the inspector's opinion of their practical efficiency would be almost exclusively formed. But the reaction began long ago. The Irish reading-books do indeed, unfortunately, retain their place in virtue of their cheapness; but better books are being gradually introduced, and it is generally recognized by teachers that the object of a reading-lesson is to teach to read, and that a good teacher is *not* he whose single lesson is most showy and apparently effective, but he who really teaches all subjects well.

Faults of inspected schools 10 years ago. Reading.

Arithmetic. In arithmetic, the great defect is the imperfect teaching of notation in younger classes, and the neglect of it, as a subject for revisal, in the upper. It is, of course, a harder subject for young children than addition or subtraction.

But, as it is essential to sound progress, and as much of the educational value of arithmetic depends on the clearness of the child's thought, I must always hold that it comes as naturally before addition, as letters before words. It is not necessary to go all at once to millions or even to thousands: the principle can be learnt in columns of three figures, as well as in thirty, and once well learnt, it ought never to be even partially forgotten. With this exception, the teaching of arithmetic is generally sound and sensible, with, perhaps, some want of vigorous supervision of individual work. I should certainly like to see more quickness and more accuracy; and I think I can trace the want of these to some of the methods in use for revision of the sums given out. It is not enough that explanations are clear, or that the sum is at last worked for or with the class on the black board: unless each child feels a strong stimulus to exertion, the dull and the indolent will be content to let others do the work. Still, looking to the results on this subject in old-fashioned schools, where at least double the time is given to it, I am well content with our own with all their shortcomings. With half the pretension, there is on the average far more real knowledge, and immeasurably clearer perception of principles.*

Summary of conclusions.

Let me sum up these conclusions. Our schools are in general well organized, and all classes, from the highest to the lowest, are well in hand, and the teachers are attentive to their work. Masters and mistresses are careful and conscientious, but not unfrequently wanting in the power of *government*. Sometimes, but not very often, the head-teacher has not sufficient knowledge of the work or progress of the younger classes. There are often great gaps between the attainments of contiguous classes or sections; attributable generally to differences of attendance, but in every case calling for the teacher's close attention. The grounding in reading and arithmetic is, on the whole, satisfactory, so far as it can be traced in those children who reach the first and second classes.

It may be asked, "Why confine this last test to upper classes? The very point most anxiously to be considered is, whether justice is done to those children who do not remain

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* I should hardly say this, if I thought that my colleague, Mr. Brookfield's test, (at the rate of five eggs for 2*d.*, what is the cost of five dozen?) would be as serious a stumbling block here as he found it in Kent. I tried a precisely similar but rather harder question in the last papers of the Northumberland and Durham prize scheme. Out of 700 candidates, being the entire number over ten years of age in about 40 schools, more than three-fourths answered it with perfect accuracy and apparent ease, not to say contempt.

long enough to reach the first class. Ought not a child leaving school at 9 or 10, after fairly regular attendance for three or four years previously, to be able to read correctly, and to work sums in the four first rules?" I answer, "Certainly; *but "that child would be in the first class,* unless the school is so "far above the average in respect of attendance, that its "second or third classes answered to the description I have "been giving of the first. The steady attenders rise so rapidly, "that except in the very lowest classes, you cannot catch them "in groups, till they cluster together at the top of the school." The supposed case of steady attendance with inferior results is, in my district at least, so rare as to be virtually imaginary.

### Proper Duties of Head-teacher.

uperin-endence.

Again, it will be observed that in the remarks I have made, I do not contemplate the possibility or desirableness of the master's actually giving any large proportion of the lessons to the younger classes. In small schools, this is both possible and desirable; in large schools, the attempt can only lead to confusion. The stronger the staff, and the older the pupil-teachers, the more time can be devoted to younger children; but that time will be turned to far better account, if spent in careful supervision, than if frittered away in many fragmentary lessons. Every class should know well the master's voice, and feel that (morally) it was under the master's eye, and guided by the master's hand. But the power of the guiding hand and eye should be felt in the very fact that *his* system is harmoniously worked throughout the school, by other agencies besides his own. It is a weakness, for which no mere activity can compensate, if the work flags when his personal presence is withdrawn. Rather, his presence should come in as a fresh impulse to teacher and scholars, to correct all defects, round off all that is unfinished, and bring clearly out the real state and progress of the class. If any junior class is dropping behind (from whatever cause), he may make that class for a time his peculiar care, and so at the same time test more fully than usual the self-reliance of the first class, and the capacity of his older pupil-teachers. But, generally, he will feel that the more advanced work requires a considerable share of his time, and that the elementary teaching, though in one sense the most difficult of any, *i.e.*, requiring more of the *gift* of a born teacher, is yet within the powers of younger minds, whose mere want of knowledge as well as of authority disqualifies them for much of the former.

For, in truth, there is no antagonism between these two duties. They are often spoken of, as if every half-hour bestowed on the more advanced children were so much withdrawn from the younger. But it is not so. There is such a thing, no doubt, as a lazy teacher, lolling at his desk, while a few clever lads work arithmetic or mensuration, with a little careless superintendence and a few stray hints as needed. Or again, there is the active-minded man, fond of mental work, but of languid physical temperament, who finds his pleasure in imparting higher knowledge to fit recipients, but shrinks from the drudgery of coping with dullness, obstinacy, or ignorance, or uncontrolled animal spirits. There are a few such teachers still: there were many such not long ago. But from all this it does not follow that a good first class is other than a benefit to the whole school. If the first class is weak, the whole tone of the school will suffer. One striking proof of this, is to watch the progress of a new school in a previously neglected place. Not only the moral tone, but even the intellectual standard, languishes, till by slow degrees a good first class is formed. From that moment, the difficulties begin to be smoothed down; a stimulus is given to the exertions of younger children; each sees, or at least feels, the standard for his ambition raised, and imperceptibly but surely all are the better for the sounder and higher work of those above them. Withdraw the first class; replace them with younger and more ignorant successors, and all in like manner are the worse for the loss. Effect of a good first class.

So, too, I am anxious to say, there is no antagonism between advanced and elementary subjects. Not to speak of the close connexion between one advanced subject, *grammar*, and the most important of what are called elementary, viz., *reading*—a connexion so close, that I should be disposed, for the sake of the reading alone, to teach grammar much sooner and much more thoroughly—apart from this, it is, I think, certain on more general grounds, that higher mental training is not merely safe, but essential, in order to render our elementary teaching either sound or lasting. By some means or other, you must train the mind to think—you must cultivate the memory, the reasoning powers, the power of observation, even the fancy and the affections, if you expect your instructions on any subject whatever to be intelligently received or remembered. To confine the child to mechanical or semi-mechanical processes, to measure the usefulness of the work by its direct applicability to the necessities of after-life, is as shortsighted as to give long thought and pains to the details of a machine, while omitting to provide the moving Advanced and elementary subjects.

power. All this I have been used to think axiomatic among educationists. But, as there seems to be a sort of reaction in favor of old-fashioned ideas, I will add one proof in corroboration; not an abstract, but an experimental proof. If I were to select, in my own district, a dozen schools as the best in higher subjects, and again another dozen from my marks on elementary subjects, I should find the two lists almost identical. The best reading, the best arithmetic, the best dictation, even the best writing, would be found in those schools where grammar, geography, and history have held their proper place.* The only exception is needlework, and very naturally, as it is often taught in mixed schools by a different person from the instructor on other subjects; and since, with all the recent improvement (and it is great) in the trained mistresses, it is a matter on which untrained sempstresses can meet them on *at least* equal terms.

Religious instruction.

I have said nothing about religious instruction, and I do not wish to say much. It stands, I hope, apart from all discussion, in the place of paramount importance and primary regard. I wish, however, to say one word about it, which is strictly within the scope of a report. The character of the instruction given in our schools is sometimes called in question, as if it were more historical than religious, dealing more with the mere *cram* of names and dates, than with the weightier matters either of Law or Gospel. Some part of the blame seems to be imputed to inspectors; the rest, I suppose, has to be borne chiefly by the clergy. Now, first, as to our share. I for one, never, or hardly ever, examine with a Bible in my hand, and never once *got up* an examination. My memory is not tenacious of dates or other minute matters; so that, as far as I am concerned, I am free to confess that I could not, if I would, push my questioning to details of unimportant facts. In some things I like to be minute; the details of a parable, or the *ipsissima verba* of a weighty saying. But in Old Testament narrative, I rather aim at confining myself to points which illustrate Divine Providence or human character; the obedience of Abraham, rather than the names of Keturah's sons; the sins and mercies of the wilderness, rather than the halting-places in the journey. This only I might sometimes do—though few classes reach the point at which I should think it worth while—I might interpose in the middle of a prosperous examination some one or

* So, for example, in the last examination of the Northumberland and Durham prize scheme, the most successful schools as regarded the *number* of those passed for elementary subjects, were also the most successful in carrying off the higher prizes.

two searching questions of minute fact—*not* for the sake of the fact, but simply as a test of accuracy, on the general principle, that whatever is done should be done well, and whatever is got up should be got up thoroughly. Also, I have to bear in mind that, without accurate knowledge of what may be called Bible *Facts*, any practical teaching founded on them must be vague, shallow, and common-place. Until I have brought out accurately the outline of the story, I cannot question upon lessons to be drawn from it. I might get answers, but they would necessarily be either guesses, or parrot-like repetitions of what had been received without thought. The quality of the work is very various. When left to teachers, it varies according to their earnestness, their experience, and the tone of their religious feelings. Sometimes, no doubt, the Bible knowledge has not much of religion beyond the name; sometimes religious phrases have been picked up, without thought or reverence; but very often—especially when the clergyman makes it his own care (a practice not so universal as might be desired)—there is a very fair perception of the great principles to be drawn from narrative or parable. More might be made of the mutual illustration of Bible by catechism, and catechism by Bible. The teaching of the one occasionally is too didactic, the other too like common history. The former wants to be brought in contact with the realities of human life; the latter to have those realities interpreted by divine principles. But, even in its least successful form, I never feel that I am straying far from the religious track, while bringing out whatever knowledge there may be of the divine story of Abraham or Joseph, or Moses or Elijah. The form of history has been chosen as the earliest vehicle of written Truth; and the history ever so baldly conveyed has a sacredness which is deeper than that of mere precept. I purposely abstain from touching here on the still holier ground of Gospel narrative.

### Conclusion.

Before another report is called for, the educational system will, I presume, have entered on a new phase of its existence. I have only to express my hope that, under whatever modifications, the progress of the next 15 years may be as sound and as striking as the advance in this district from 1846 to 1861.

I have the honor to be, &c.

G. R. Moncreiff.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. H. LONGUEVILLE JONES, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in* WALES.

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MY LORDS,

I HAVE the honor of presenting to your Lordships my report on schools inspected in Wales by my colleague the Rev. B. J. Binns and myself during the official year 1860-61.

In so doing it is always a pleasing duty to bring under the notice of your Lordships the highly efficient manner in which Mr. Binns has aided me during this and all preceding periods, never sparing his labour, and always co-operating in the most prompt and judicious manner. The work in my district has been so much increased of late years, that, without his constant help, at least one half of the schools would have to remain uninspected.

The principal results of my inspection during the period named above are the following :—

(1.) The number of schools, qualifying themselves to receive annual grants, is still on the increase.

(2.) The attendance of the children is rather more regular.

(3.) Money payments continue to be made cheerfully, and, except in cases of destitution, from whatever causes, are not considered as any hardship.

(4.) Children still leave school at an age earlier than what an anxious teacher could desire ; but almost always in order that they may enter on some active and remunerative employment, for which the improved methods of instruction now in operation have fitted them in a shorter time than was formerly possible.

(5.) Religious differences, except when stirred up by interested parties, do not interfere with the harmonious working of Parochial or National schools in Wales. Whenever a parish school is conducted on the fair and non-compulsory plan, which is now generally adopted, children of parents of all religious denominations attend, and receive religious instruction without any remonstrance on the part of their friends. There is no compulsion nor persecution for conscience' sake ; and it is a positive fact that in the rural parishes of Wales at least, if not in those of towns, the ordinary parochial or church school is used without any objection or remonstrance by parents of all opinions. What the labouring classes principally look for is a *good* school ; they have quite tact and

judgment enough to find out which is good and which is bad; and when a school has established its character and is conducted judiciously, it commands public support without any murmurings on the score of differences as to religious creeds. Nothing is more easy than to get up a demonstration against almost any school, and upon almost any grounds, religious or not; so simple-minded and confiding are the people in the presence of skilful agitators. But if parents are left to follow the dictates of their own judgment, they will send their children to the best and the most convenient school, no matter what may be its name or denomination.

(6.) The provisions made for the teaching of the younger children are still lamentably deficient. In very few parishes of Wales can an infant school be supported separately from the general parochial one; and in this general school, the staff of teachers, the mode in which that staff is organized, and the arrangements of the building are commonly unsuited to the instruction of infants or of very young classes, conjointly with older ones. Besides this, two other causes operate against the proper education of infants in rural parishes. The first is, that school managers know too little about the principles and details of this part of educational duties; and they are inclined to spend too large a portion of their funds on the elder children, while they starve the instruction of the little ones. The other is, that the teachers are commonly unfitted for this special branch. Certificated masters are generally above it; apprentices are not qualified for, and commonly dislike, it; simple monitors do little more than keep a class seldom in silence, generally in noise. Until some great modification of the existing system is made, whereby the aid of good female teachers may be secured for the infant classes of schools, those infants will always be neglected, and their progress retarded. It is astonishing, indeed, that they do get on in the degree witnessed; but the whole progress of schools, and of the people generally, might be accelerated and improved to an extent not yet thought practicable, if only proper means,—I had rather say common justice,—were used with regard to the training of infants and children of very tender age. Of the five or six years now spent in parochial schools, two may be assigned as the period during which children come on in spite of neglect, and by dint of their mother wit alone.

(7.) School buildings continue to improve slowly in respect of ventilation and cleanliness. Managers and teachers seem to be awakening to a sense of the importance of these subjects; and though they have commonly to contend against the inconveniences entailed upon them by architectural or structural

faults, yet they begin to find out that at a very moderate cost they can ventilate their schools for themselves; and also that one of the best lessons they can teach, after the regular and indispensable series of those on religious matters, is that of personal, domestic, and scholastic cleanliness. I wish it were in my power to report that schools are built with greater regard to economy than in former days. I see few signs of amendment in this direction; and the desire, whether expressed or understood, that school buildings (though erected with the aid of the Parliamentary grant on the score of insufficient local funds) are to be made architectural embellishments of towns or villages, and are to serve for other purposes than those of a school proper, is still a cause of estimates running high, and of large profits being realized, though perhaps not acknowledged, by builders. If positive gain is not shown by the building accounts, yet its equivalent, imperfect workmanship, is the common rule; and upon no one subject are school managers more generally agreed than upon the bad manner in which the work is ordinarily executed. I do not mean to say that the builder is always to blame; very often the fault is with the school committee, who are bent upon having a showy building erected for a sum, with which the great essential of durability is hardly compatible.

It is my firm conviction that in no respect are public and private educational funds so much wasted as in the injudicious erection of school buildings.

(8.) Industrial schools, and schools of art, with very rare exceptions, continue to be dead failures in Wales, without much prospect of anything to the contrary, under existing regulations.

(9.) The education of the sea-faring class, of the young sailor boy, of the adult seaman, the coasting sailor ashore every winter,—on whose moral as well as physical well-being so many national interests depend,—is still neglected in Wales by public bodies and public men. In one of the most thriving of the second-class ports navigation is still taught by a woman after 25 years' practice, and now that declining health and age impair her usefulness, her daughter is succeeding to her post, *because there is no man in the town competent to fill it.* In another of a similar character, the only navigation teacher is an old man, but a clever one, who keeps a small inn. Taking the Welsh coast all round, there are not less than 500 men and boys ashore for three or four months every winter, seeking instruction, and willing to pay for it; but no public body or society has as yet contributed anything towards securing them the means of instruction; and they are compelled to fall back on the ordinary parochial schools, in which,

though their presence thwarts the usual arrangements, their general steadiness and good example are worthy of all praise.

(10.) It is my earnest hope that the three common requisites of *secular* instruction,—reading, writing and arithmetic,—are now receiving more attention than hitherto. Those classes in school, which the master or mistress teach *personally*, are more or less well attended to in these respects; but the other classes,—generally including the lower ones,—which are left to an apprentice or to "*one of the children from the first class*" (a phrase of too common occurrence), are for the most part taught these things badly. Speaking broadly, a thorough revolution is required in this respect throughout the length and breadth of the land. I see symptoms of improvement certainly, but I greatly wish to witness them more universally.

(11.) The young men coming fresh from training schools, no matter of what locality and repute, nor of what kind of certificate (for this seems to make little difference in the practice of teaching), are still often found to be very raw and awkward at their work. Lads whom I have known as excellent apprentices, seem, on emerging from their training schools, to have lost no small portion of their skill as instructors; they have improved their own personal knowledge very probably, but their powers of communication do not seem to have received a proportionate increase. After much deliberation I have come to the conclusion, within my own mind, that two years' probation is not a sufficient period after which a certificate of merit should be granted; and I conceive that not less than *five* years' proof of activity and judgment, in the practical working of a school, should entitle a teacher to *any* recognition of merit on the part of the Committee of Council. Concurrently, however, with this, I am also convinced that the period of five years for the apprenticeship does not work well; and I believe that many experienced and practical school managers would prefer a probationary period of two years' monitorship, and then one of three years' apprenticeship, to begin at a time when the young teacher's capabilities may have been tested, and his inclinations more decidely ascertained. The system of assistant teachers always works well, I am inclined to think. I always hear it well spoken of, and, were I allowed to make any recommendation of the kind, I should say that, with regard to the formation of the future teacher, it is much more important that he should go through his period as an assistant, than that he should gain a Queen's scholarship, of whatever class, or go to a training college, however fashionable.

(12.) School managers have received with gladness the new and improved school-books which have lately been put forth

by various societies, and by some enterprizing publishers. A great amelioration has taken place in this respect, and the progress of education is most intimately connected with it. The only obstacle is that of cost; many excellent school-books, lately published, are still beyond the means of poor country schools; but if managers could introduce a system of converting the books into the actual property of the children and their parents, *under certain pecuniary restrictions,* this difficulty would be greatly diminished.

Perhaps I shall not be considered as going out of my way to observe that, whereas the adapting of arithmetical knowledge to the common practice of life is of essential importance in all schools, it would be a desirable thing and one easy to effect, for every school to be furnished, as a *sine quâ non,* with a set of common weights and measures, a pair of large scales, a wooden bushel, quart, and pint, a two-foot rule for boys, a draper's yard measure for girls; a long stick, cut out of the coppice of some kindly disposed squire, and measured off as the "rod, pole, or perch;" a common rope, with knots in it at six feet distance, to show that a sailor can stretch his arms out thus far, and so measure a fathom; these ordinary articles, which might certainly be bought for 20*s.*, would, in the hands of a judicious master, teach more practical arithmetic than "*Walkingham*" and all the "*Tutors.*"

In the same way, if *cheap* diagrams, *cheap* tables, and *cheap* maps of various kinds,—I mean at the cost of a few pence *per yard,*—could be manufactured as papers for hanging the walls of schools, like those of rooms, a very effective set of educational appliances might find their way into almost all schools. But I observe that the great publishing societies and publishing houses are singularly defective in their stock of these things; or, if they manufacture them, they are of a kind more suited to the means and requirements of "*academies*" for young gentlemen and ladies, than for those of parochial schools for the labouring classes.

(13.) It is almost a truism, but it is one which increasing experience daily brings to my mind with greater force, that a good manager, a good teacher, a good school, and public support are all co-ordinate elements of the education question. When the same favourable quality can be assigned to the three first, the fourth is an universal consequence. If the manager fails in his duty towards the teacher and the school, the one has his efficiency impaired and the other dwindles away. Whereas, if the first two act together with unity of purpose, judgment, and constancy, the third flourishes, and the public soon testify their substantial approbation. School-

keeping always has been, and always will be, a work of much labour, both of body and mind; but the labour brings its reward, inasmuch as its fruits soon testify that it is not thrown away, and also because the steady performance of a public duty is in itself a high privilege and honour. It may not be recompensed by wealth, nor even by gain; but it is repaid in a form more enduring than any money yet coined.

On the other hand, the future provision for aged teachers is a most important subject, which I am afraid many friends of education are willing to keep out of sight. They are afraid to approach any discussion of it, for they know its difficulty; and yet it is one that a few years must bring home to them very forcibly. I would venture to allude once more to what I mentioned in my last report, as the conviction of some thoughtful school managers, as well as my own; that all funds for conducting parochial schools should be organized upon a plan, that should admit of the formation of a pension fund for aged or disabled teachers. I believe the thing to be altogether practicable, and easily within the limits of possibility; but I content myself with thus briefly alluding to it, because it does not concern me in the discharge of my duties to point out in what way managers and teachers should regulate their mutual engagements. It is a branch of the general question that cannot be ignored altogether; it is certain to attract public notice before long; and I consider it myself as one of the most important to which the friends of educational progress can now turn their attention.

(14.) Two or three cases have occurred in my district during the past year, as well as several in former ones, showing that the interpretation of the Minutes of the Committee of Council is not only sometimes misunderstood by managers and teachers, but is liable to misapprehension even by parties acting with the intention of conforming to them. These circumstances, therefore, lead me to make one further remark to the effect that managers and teachers would always do well to write to the office before taking any step involving the possibility of doubt. The publication of a Code in 1860 was felt to be of no small use in making the official regulations more generally known.

I have the honor to be, &c.

H. Longueville Jones.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT *for the Year* 1861, *by Her Majesty's Inspector*, J. D. MORELL, Esq., A.M., LL.D., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him.*

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MY LORDS,

DURING the past year my inspections have been entirely confined to the county of Lancaster, with exception of a short official tour in Cornwall, undertaken by way of exchange for Mr. Laurie.

### ATTENDANCE.

The temporary change from the northern to the southern parts of the Kingdom, has naturally led to a rough comparison of the *class* of children ordinarily found in the British and Wesleyan schools of these two localities, and I was glad to find that in both districts alike the *great mass* of the children who take advantage of the education thus provided for them, belong decidedly to the poorer and labouring portion of the community. I mention this fact in the outset, as an opinion has been widely circulated through the country that the funds supplied by Government for the maintenance of these schools are made *commonly* available for the education of large numbers belonging to the middle classes. This I have not found to be by any means *generally* the case.

It must be admitted, however, that when we speak of the labouring or working classes, this term has a very different meaning in different counties, and includes under it persons and families living in very varied circumstances of outward comfort and competence. In the manufacturing districts the "working man," to a large extent, at least, is a person of much superior means to the working man in the agricultural districts. The line between the labouring classes and the rest of the community is in the former case, accordingly, by no means so sharply defined as in the latter; and a large portion of what are here, in the north, termed working men, are probably as well able to provide for the education of their own children as are many amongst the middle classes, who are obliged to keep up a greater appearance of competency upon slender resources. Of course it is not the primary intention of the Government grants to provide education for any except those who are supposed unable to provide it for

themselves. Yet many circumstances have combined to render it inevitable that the advantages of these inspected schools should extend, exceptionally, somewhat beyond their original intention. To exclude the children of well paid working men on the ground of their parents being laborious, provident, and successful, would be inflicting, it is felt, a very unjust and impolitic penalty upon merit and industry, and would condemn many to suffer in the prospects of their families just because they have made themselves skilful, steady, and consequently well off. On the other hand, to reject the children of persons somewhat above the working classes, would often deprive those of educational means for their families, who are far less able to obtain them than many of the working men themselves.

On the whole, therefore, it has always appeared to the majority of school managers, by no means incongruous or unjust to admit a certain proportion of children not belonging, strictly speaking, to the classes originally intended to be benefited. The slight mixture of better behaved and better clad children it is thought has a good effect on the rest, without thrusting any out; and the aid thus rendered is in a great many cases more welcome and more necessary than might at first be supposed.

Unless indeed these families who float between the lower and middle classes were to gain some benefit from the public school grants, they would be manifestly placed in a less favourable position than any other part of the community. The plea which I have not unfrequently heard urged on their behalf is this:—That the higher classes in the country have large educational advantages open to them in connexion with the universities, that the upper middle classes occupy nearly all the old grammar school foundations, many of which were really left for those who could not well afford to give their sons a liberal education in any other way; that the lower classes have now an excellent system of school instruction and inspection in connexion with the educational department of the Privy Council. If they themselves are admissible to none of these aids their sole resource is the boarding or private school, which, if cheap, is very inferior to the Government schools, and if of a superior kind, is pretty sure to be, in relation to their means, enormously expensive.

As much has been said of late respecting the intrusion of other classes into these schools, I think it is only fair that the kind of arguments I have heard on their side of the question, whatever they are worth, should in turn obtain a hearing. The necessity of urging them is not indeed very great, as the

number of those who find their way from amongst this class of the community into our schools, is, after all, inconsiderable when compared with the rest.

## Subjects of Instruction.

*Reading.*—As a good deal has lately been said respecting the deficiency of *Reading* in our schools, I have made it my special object to pay attention to this subject, and have attempted to estimate how far the complaint is well grounded and just. In order to do this the more accurately I have looked back over the experience of 15 years to see what kind of visible advancement has been made in this particular during that period. I can remember a time when the old, dull, monotonous, uninflected style of reading was very common, if not general. This is a thing now, I am happy to say, wholly unknown in my district, and, I imagine, equally so in most others. I can remember a time when the Bible was almost the only reading book in a great number of schools, and was thumbed over in half the classes in a style equally useless and irreverent. Reading books, written in the style and upon the subjects of every-day life, have now everywhere been added. Throughout the entire mass of our primary schools this sort of progress has been quietly going on within the range of my own personal experience; and knowing as I do the difficulties with which both children and teachers have to contend, I do not think that the actual advance has been either unsatisfactory or discouraging. In some schools indeed, and those not very few, the number of children who can read fluently is, I fully believe, as great as under the circumstances could be attained by any system of instruction whatever, even though devised to accomplish this special purpose; and I should not hesitate to put them in competition, as to reading power, with any class of popular schools in any other country. This conclusion I have come to, moreover, after visiting some of the best schools in France, Switzerland, and Germany.

Is the accusation, then, of imperfect reading wholly unfounded? I am by no means prepared to affirm that it is. Many of our schools are undoubtedly characterized still by bad reading, but in these cases it is necessary for us to look a little more into the causes of it before attempting to apply a remedy.

Amongst the causes which I find at work are the following:—

1. *Great irregularity of attendance.*—In schools which are so situated that regular attendance can be secured (a case by no

means common), good reading is most uniformly produced, and that throughout a large proportion of the classes.

The tables of attendance, however, show that on the average the number of children admitted every year into our schools is greater than the ordinary attendance in them, and in many cases, indeed, more than twice as great. If good reading more than half through the school is not producible here on the day of inspection, it certainly is not the fault of either the teacher or the system; and I doubt whether the evil admits of any remedy except time and the slow and steady march of social improvement, which will by degrees make parents more careful about the regularity and duration of the attendance of their children.

2. Another cause producing bad reading is the late age at which many of the children first come to school. This is felt particularly in factory districts, where many of the parents never think of sending their children, at least regularly, to school until they are compelled to do so by the Factory Act.

In large factory half-time schools we generally find a mass of children of both sexes from 8 to 12 years of age, who hardly know their letters, or can scarcely read monosyllables.

3. Another cause of bad reading lies in the uncultivated homes of the children, and the want of any amount of refinement or intelligence there. There are some parts of the country where the provincial idiom, in which the children first learn to express their ideas, is rough, uncouth, and *scanty* beyond description. When they come to school, and have to utter proper English words, it is almost like commencing to learn a new language. The amount of difficulty which has to be overcome in their case, before they can read and pronounce book English is far greater than we are apt to imagine.

These I believe are the main causes of bad reading in a considerable number of our popular schools. That the evil has been produced by any ambitious teaching of the higher branches is, as far as my experience goes, utterly untrue. Those schools in which there is the best and most intelligent teaching in other subjects, exhibit uniformly the best reading, as well as the largest per-centage of children able to read well. On the other hand, in schools where bad reading exists, it is almost invariably found that everything else is backward in proportion. How we can get children indeed to read properly without cultivating their general intelligence is altogether beyond my conception; for surely one condition of such reading is that they should understand, and in some measure appreciate what they are reading about.

If there is any one thing which more than another would

conduce to the rapid advancement of good reading in the country, it is I believe the extensive diffusion of good infant schools. For here almost all the causes which operate against it are more or less contravened. Early attendance is secured, the mechanical drudgery of learning letters, &c. is soon got over, habits of order and propriety are instilled from the tenderest years, comparatively pure English is spoken to them by the teachers; and the embarrassing work of providing for the more juvenile scholars is removed out of the way of the ordinary schoolmaster. Where infant schools are the rule, bad reading soon becomes the exception.

*Arithmetic.*—In considering the state of arithmetical instruction in the inspected schools generally, I should say that this has a much greater tendency to fall behind a proper average degree of efficiency through the direct fault of the teacher than the reading. Reading is a plain and palpable thing, which every one can appreciate, and which the parents of the children above all things demand to be secured. Arithmetic is not so. Progress here is not so easily tested by those who are unaccustomed to school operations, and there are many ways in which a child may elude the notice of an unobservant teacher, while depending on others rather than on himself for his results. Numeration I must say is, in the majority of schools in my district, particularly girls' schools, *unreasonably* neglected. Neither is sufficient care taken to prevent one child from being aided by those around him. I frequently find that a sum given out to a class in its ordinary position will show a nearly uniform result; but if given out to it when the children are so placed that each is thrown wholly upon his own resources, the accuracy of the result is diminished by nearly 50 per cent. The real knowledge of the children in arithmetic is ordinarily much behind what they profess to know. This could hardly be the case if they were taught the elements longer and more thoroughly, and then well grounded in every rule as they go on. The bare mechanical facility of dealing with figures is not to be despised, and is not always secured; but it would be more easily imparted, and more surely retained, if it rested upon a better knowledge than it commonly does of the first elements.

*Geography.*—Geography is still a favourite subject in most of our primary schools, and is likely to continue so. I have observed lately with pleasure, that the mere generalities, which have so long been taught under the name of geography are being supplemented gradually by information of a more special, and in the same proportion more useful character. Thus instead of merely giving an outline of the countries of Europe

or the world, with the names of rivers, capitals, and mountains, many teachers are now studying the peculiarities of their own locality, and giving that kind of information which bears most directly upon the future industry of the scholars.

A large number of the children now in our primary schools, particularly in the maritime towns and counties, will in a few years be scattered through every quarter of the globe, whether as sailors, traders, or colonists; and the parents and managers not unfrequently regard it as of the first importance that the children should know something of the countries which they may have to traverse, their climate, characteristics, produce, together with their social, political, and industrial position. And even to those who stay at home, the geography of England in detail becomes of great service. The children learn in a simple way the geological, industrial, and social characteristics of each county, and find out that if labour becomes indifferently paid in one place, there are other openings for home industry to which they can easily gain access. Thus the geographical lessons lead by a natural pathway to the simple ideas of social economy, and serve as an introduction to that most practical and useful of all instruction, which teaches the every-day duties of human life, and the laws which bind man to man together in the great fabric of human society.

*Grammar.*—Grammar is at once the opposite and the complement to the lesson on geography. Its influence is almost wholly subjective and disciplinary, and as such forms one of the most important elements employed in the process of mental training. The use which is made of grammar in our primary schools depends almost entirely upon the individual power of the master to teach and to apply it. In many cases it is now taught with admirable effect; but in more cases with hardly any effect at all beyond the simple knowledge of the parts of speech. I have generally adopted the plan of discouraging the teaching of grammar to the younger scholars. A mere knowledge of terms and phrases, which is all that such children can generally acquire is of comparatively little use. The point at which to aim is not to teach grammar indiscriminately; but whenever it is taught to teach its principles thoroughly.

*History.*—English history is not taught in our schools at all universally. It is the one subject which is first dropped in proportion as a greater degree of time and attention is devoted to the rest. Where the elementary branches are not well advanced, I systematically leave all reference to history out of the routine of inspection. This plan I have found to be the best adapted to render the instruction in our inspected schools less diffusive and proportionally more concentrated on

the indispensable subjects. All school managers, or nearly, so seem to agree that the amount of attention bestowed by the teachers upon the different branches of education is greatly regulated by the stress laid upon them at the annual inspection, so that if there be any error here, it is certainly much more due to the course taken by the inspectors than to any fancied over training of the teachers. I should, however, be extremely unwilling to lay down any fixed rules regarding the subjects of instruction, or the extent to which they ought to be pursued. Nothing should be taught which cannot be taught well as far as it goes. So long as this principle is kept in view it is generally found that the extension or contraction of the school plan will regulate itself according to the circumstances of the school and the natural demands of the neighbourhood.

I have the honor to be, &c.

J. D. MORELL.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., M.A., *on the* BRITISH *and other* SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* BERKS, BUCKS, ESSEX, HERTS, KENT, MIDDLESEX, *and* OXFORD.

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MY LORDS, London, January 1862.

School premises.

IN my last report I complained of the dirty condition in which school premises in London were too often permitted to remain, and I contrasted them unfavourably in this respect with the school premises which I had seen in Paris. In the course of the year just ended, the managers of several London schools under my inspection have exerted themselves to remove the stigma thus cast upon them, and I can now report a somewhat improved state of things. There is still, however, a great disposition on the part of managers to consider sufficient for public school premises a degree of cleanliness which is really not sufficient; to think that all which is necessary is something far less, at any rate, than what is *proper*. And I venture to predict that the greater the "liberty of action" given to managers in fixing the standard of needful school cleanliness, the dirtier will our public schools become.

Pupil-teachers; their instruction in grammar.

In my examinations of pupil teachers during the last year, I have been struck with the commonness of the failure in *grammar*. This failure has been yet more evident to me in the papers (which I have just been revising) of the candidates for Queen's scholarships at the recent Christmas examination. In general the pupil-teachers seem to me to do worse in this branch of their instruction than they used to do. Many objections have been raised against the teaching of grammar in our elementary schools, and I believe that there are even inspectors who somewhat discourage it. But I confess that I should be very sorry if this study should be discontinued, or should be suffered to decline. With the tendency to verbiage and to general and inexact answering to which all persons of imperfect knowledge are, when examined, so prone, it is a great thing to find for their examinations a subject-matter which is *exact;* every answer on which must be right or wrong, and no answer on which can have any value if it keeps to vague generalities. Arithmetic as well as grammar has the merit of being an examination subject of this kind. But grammar has an advantage even over arithmetic, in that it is

not only exact,—it not only compels the pupil examined in it to show himself clearly right or wrong, as knowing the rule or as ignorant of it,—but it also compels him, even more than arithmetic, to give the measure of his common sense by his mode of selecting and applying, in particular instances, the rule when he knows it. And the *common sense* of pupil-teachers cannot be too much exercised.

Difficulty of some of the grammars now in use. Limits within which a pupil-teacher's study of grammar should be kept.

I am inclined to think that for the ordinary pupil-teacher the text books of grammar which he uses are much too elaborate. These aim at showing the *rationale* of grammar and of the terms and laws of grammar; but this is a stage of doctrine for which the pupil is, in this case, seldom ripe; he has memory to master the rules of grammar, but seldom understanding to master its metaphysics. What he has understanding for is the application of the rule when he has learnt it; and it is within these limits that we should address ourselves to exercise his understanding. Therefore it is to be lamented that there is not one uniform text book for pupil-teachers studying grammar, even if that text book treated grammar less philosophically than some of the existing text books, not more philosophically than the old Eton grammar; for what the pupil-teacher wants is the rule as a positive fact before him, and no rules acquire this force so well as those of a universally employed text book. It matters less that the rule should be *intelligently* stated to him, than that it should be *intelligibly* and briefly stated; for he wants it as a law, not as a theorem. The metaphysics of grammar may come later for him, at the training school.

Perhaps our examinations, too, extend themselves over too wide a field, ask questions too numerous, and regard the *rationale* of grammar in a way for which the pupil-teacher is hardly ripe. Perhaps they should limit him more, more make him concentrate himself on that for which he *is* ripe. He will hardly write a good essay on the nature of the preposition or the adverb. He will hardly analyse an intricate passage correctly according to the metaphysical principles of Dr. Morell's *Analysis*. But he may be brought, if his teaching takes in somewhat less and keeps him to this more steadily, to parse a sentence a great deal better than he does now. And the true aim of a boy's mental education,—to give him the power of doing a thing right,—will in this way best be followed. The best intelligence of the *rationale* of grammar is that which gradually comes of itself, after such a discipline, in minds with a special aptitude for this science. Such minds are few; but the minds with some aptitude or other for which the discipline of learning to do a thing right will be most beneficial, are

numerous. And to the young, grammar gives this discipline best when it limits itself most.

Rhetoric and grammar are allied, and what may be called the rhetorical exercise of paraphrasing a passage of prose or poetry often finds a place in our grammar examinations. In general a pupil-teacher paraphrases a passage even worse than he analyses it, and in the examination for Queen's scholarships this year no exercise in paraphrasing was given. We all complain of the want of taste and general culture which the pupil-teachers, after so much care spent upon them, continue to exhibit; and in their almost universal failure to paraphrase ten lines of prose or poetry without doing some grievous violence to good sense or good taste they exhibit this want most conspicuously. Here too, perhaps, the remedy will be found to lie, not in attempting to teach the rules of taste directly,—a lesson which we shall never get learnt,—but in introducing a lesson which we can get learnt, which has a value in itself whether it leads to something more or not, and which, in happy natures, will probably lead to this something more. The learning by heart extracts from good authors is such a lesson. I have often thought of it as a lesson offering an excellent discipline for our pupil-teachers, and I rejoiced to see it instituted by one of the regulations of the much attacked revised code. This regulation at any rate, I think, no one will be found to attack. Nay, it is strange that a lesson of such old standing and such high credit in our schools for the rich, should not sooner have been introduced in our schools for the poor. In this lesson you have, first of all, the excellent discipline of a lesson which must be learnt right, or it has no value; a lesson of which the subject matter is not *talked about*, as in too many of the lessons of our elementary schools, but *learnt*. Here, as in the case of the grammar lesson, this positive character of the result is a first great advantage. Then, in all but the rudest natures, out of the mass of treasures thus gained (and the mere process of gaining which will have afforded a useful discipline for all natures), a second and a more precious fruit will in time grow; they will be insensibly nourished by that which is stored in them, and their taste will be formed by it, as the learning of thousands of lines of Homer and Virgil has insensibly created a good literary taste in so many persons, who would never have got this by studying the rules of taste. Pupil-teachers will then be found to paraphrase well, whom no rules supplied by their teachers will ever teach to paraphrase well at present.

Exercises in paraphrasing; want of taste shown by pupil-teachers in these. Remedy for this.

Although I am on the whole, by no means dissatisfied with the work done, during the past year, in the schools under my

Temporary relaxation of activity in

school operations.

inspection, yet I cannot say that the year has been a favourable one for them. There have been too many causes of excitement and distraction at work; school managers and school teachers have naturally had their attention much engaged, at first in speculating as to what changes might follow the report of the Royal Commission, afterwards in discussing these changes when they had been announced. The year therefore has been one of anxious looking to something which was to come, rather than of undistracted prosecution of the work which was in hand.

I have the honor to be, &c.

MATTHEW ARNOLD.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, J. BOWSTEAD, Esq., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* GLOUCESTER, HEREFORD, MONMOUTH, *and* WORCESTER, *and in* SOUTH WALES.

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MY LORDS, January 1862.

BETWEEN the 1st of September 1860 and the 31st of August 1861 I visited 126 institutions, containing 181 distinct day schools. Six of these were cases of simple inspection, and 175 were claimants of annual grants. The annual-grant schools were composed of—

| | |
|---|---|
| Boys' schools | 45 |
| Girls' „ | 36 |
| Infants' „ | 24 |
| Mixed „ | 70 |

I propose to confine my observations to these 175 schools. The simple-inspection cases which fall under my observation are so few and of so exceptional a character, that they cannot safely be treated as types of a class.

## ATTENDANCE OF CHILDREN.

The schools have been somewhat fuller during the past year than they were in the year which preceded it, and the increase has taken place chiefly among very young children. The proportion of children under four years of age has risen from 5·91 to 6·26 per cent., and those under 10 now constitute 71 instead of 70 per cent. of the whole. At the same time the number who have been in school less than one year has fallen from 43·97 to 41·37 per cent. This is a symptom of increased steadiness in the attendance, and must be accepted as gratifying so far as it goes. If it should be continued in future years, the necessity of inquiring into its origin may become apparent; but at present any speculation upon the subject would be premature. The whole number of children present at the time of inspection in the 175 annual-grant schools was 22,318, and the average attendance 19,840.

## Teachers.

The number of teachers in the annual-grant schools of my district during the past year was as follows:

| | |
|---|---|
| Certificated teachers | 148 |
| Probationary teachers | 14 |
| Assistant teachers | 17 |
| Pupil-teachers | 393 |
| Uncertificated teachers, about | 27 |
| Total | 599 |

This gives an average of 3·42 teachers for each school, and one teacher for every 33 children in average attendance. The average salaries of the principal teachers have been as follows:—

| | £ | s. | d. |
|---|---|---|---|
| Masters, certificated | 99 | 4 | 3 |
| „ uncertificated | 79 | 15 | 1 |
| Mistresses, certificated | 69 | 6 | 2 |
| „ uncertificated | 49 | 4 | 0 |
| Infants' mistresses, certificated | 55 | 12 | 0 |
| „ uncertificated | 47 | 11 | 4 |

## Instruction.

The tables in which the character of the instruction given in each inspected school and in the several subjects used to be set forth, have been discontinued, and I have no longer the means of ascertaining exactly the number of schools in which the proficiency of the scholars was reported as satisfactory. But my impression is that there has been at least no falling off in this respect. On the contrary, I believe that steady progress in elementary acquirement is the general characteristic of the schools which I have examined. If there be any one feature which distinguishes annual-grant schools more than all other features, it is the general diffusion of instruction throughout the classes. I have had occasion to watch the progress of many schools from the time when the monitorial system was replaced by a certificated teacher and a staff of apprentices, and the change wrought in them has invariably consisted much more in the development of the faculties of the lower classes than in any marked advance among the children at the top of the school. In all schools of moderate size I am accustomed to examine every class, beginning usually with the lowest and ending with the highest; and I generally find the instruction of the lower classes quite as intelligently provided for and as carefully given as that of the higher.

I state this as generally true, but not universally so; for there is one class of schools in which the education of the junior classes has always appeared to me to be unsatisfactory. I allude to mixed schools under a master and male pupil-teachers. When such schools contain, as they often do, a large number of mere infants, and the training of these infants is left mainly to a boy, their condition may too often be described as pitiable. But with this marked exception the schools in my district, which have been brought fully under the operation of your Lordships' Minutes, may safely be said to provide as adequately for the younger children as for the older ones. It would indeed be strange if persons so intelligent as certificated teachers usually are failed to see the importance of giving the speediest and best instruction to those who are soon to supply the vacancies in their highest classes and fix the popular estimate of their schools.

With regard to the subjects taught, I believe that the teachers in my district continue to devote their most strenuous efforts to reading, writing, and arithmetic, and that those efforts result in a fair amount of success. I could certainly name several schools in which, if the boys of the first class were pitted against an equal number of undergraduates taken at random from Oxford or Cambridge, the average marks obtained by the boys in the three elementary subjects would probably exceed those of their competitors. Their writing would certainly be very superior in legibility and regularity to that of the undergraduates, their reading of an *easy* narrative would be quite as correct and expressive, and their ciphering but little, if at all, inferior. Beyond these three subjects their knowledge would be very limited. It would consist of a few geographical facts extending over the whole of the earth's surface, an outline of English history, a little English grammar, and a few scraps of natural history and miscellaneous information, picked up in reading and collective lessons.

Many gentlemen, who address the public upon the education question, appear to be familiar with elementary schools in which Greek and Roman history, dead languages, astronomy, and the sciences at large are habitually taught; but no such schools have fallen under my observation, nor do I know where to find them. Over-education is certainly not a prevalent evil in my district. I cannot call to mind more than two schools which venture so far as to teach a little Euclid and algebra, and one of these two is the school at Pembroke Dock. It is attended chiefly by the children of persons employed in

the dockyard, and the first ambition of the parents is to get their sons admitted as dockyard apprentices. By the regulations of the Admiralty, these apprenticeships are made the prize of a competitive examination, and no public school could hope to prosper in the place unless it gave its best scholars a fair preparation for such a test. It may possibly be a great error that the test should embrace such subjects as Euclid and algebra, but it is an error for which the authorities of the school can hardly be held responsible.

Again, there may be two or three schools in which a little Latin is taught. But your Lordships have always encouraged the study of Latin by masters, and latterly by pupil-teachers also. Indeed, a recent Minute goes so far as to put Latin on a level with English grammar, and to allow pupil-teachers, who apply themselves to the former subject, to leave the latter untouched. This very naturally leads teachers to suppose that the Latin, which they have learnt as a part of their own training, is intended to be taught in their schools, and the inspector in vain points out the danger which those schools incur, of being made the victims of popular odium, as hot-beds of over-education. I do not wish to obtrude any opinion of my own, as to the propriety of making teachers learn Latin, in order that they may the better instruct their pupils in English reading, writing, and arithmetic; but in the present temper of the public mind, I venture to recommend caution in the display of such an accomplishment.

But it has been said, though I think it is not generally credited, that political economy is taught in our elementary schools; and the charge is evidently regarded as a very grave one by those who make it. I must avow that it is not so entirely devoid of foundation as many excellent people would desire it to be. Our most popular series of reading books (the Irish) contains Archbishop Whately's "Easy Lessons on Money Matters," and independent treatises of similar purport may be met with in many of the schools of my district. These books tell us the qualities of a good workman, the advantages of industry and economy, why people work for wages and pay taxes, why they purchase goods with money and not with other goods, why strikes are mischievous and machinery beneficial, and other things of the same kind. Some of them tell these things in simple and graphic language which boys can understand, and so as not unfrequently to make boys *think* about the subject of the lesson. If it cannot be denied that this is political economy, it may perhaps be contended with effect that it is not communicated in a very malignant form.

If boys are to be taught to read, they must acquire practical skill in the art by reading something; and I submit that there is a good deal to be said in favour of the views of those who argue that the subjects of their reading lessons should be at once intelligible, interesting, and useful. It may be an old-fashioned notion that, in order to read well, the reader must have some idea of the meaning of his author; but the notion is not yet altogether exploded. Yet if a boy is to know nothing whatever of geography or history or literature, or any of the sciences or economies, how is it possible that he should appreciate the meaning of any author whose writings are worth perusing? Such, however, is the task which the public voice at the present moment seems anxious to impose upon the elementary teacher. He is to teach reading, writing, and arithmetic thoroughly well, but he is to teach nothing else; and it is assumed that the absence of all other information will render the progress in these three branches at once more rapid and more certain.

Heretofore the skilful teacher has displayed the perfection of his art by so intermingling instruction in the dry elements of learning with exercises of a more interesting character, as to keep the attention of his pupils alive throughout the five or six hours of the school-day, and to make their general intelligence keep pace with their progress in technical skill. If all this is to be deemed a delusion, and school-work is to become an unvaried sequence of mechanical drill, it may be possible to maintain the present standard of penmanship and ciphering, but intelligent reading will disappear from elementary schools. The cheerful tone, too, of those institutions will be lost; the inattention and insubordination, which have almost vanished from our best schools, will become irrepressible, and we shall all be made converts to the strange doctrine that a day's work of three hours is more effective than one of six.

There are only a few schools in my district at which half-timers attend; but wherever they do so, they are distinguished from the rest by their marked inferiority in every department of school-work. This is inevitable in every well conducted school under existing circumstances, and I should entertain a very poor opinion of the master under whose auspices an opposite result was achieved. But I can conceive a system of instruction so technical, uninteresting, monotonous, and wearisome that no child could give real attention to it for any length of time, and in such a case the half-timers would be very likely to have the best of it. It is hardly conceivable that the elementary schools of this country, which have made such great progress within the last 15 years, and have indi-

rectly given such an impulse to schools of a higher class, will be permitted to fall back into the condition which I have supposed; but the prevailing desire for the limitation of instruction to reading, writing, and arithmetic is calculated to inspire very serious apprehensions.

## General Results.

Under this head I propose to mention some facts which appear to bear upon the connexion between education and crime. I do not pretend to be able to throw any new light upon this difficult subject; but certain well known circumstances, connected with one of the counties to which my official duties extend, are so remarkable that I consider them well worthy of being recorded. About 18 years ago the gaol accommodation of Gloucestershire was as follows. There was—

1. A county gaol at Gloucester.
2. A gaol at Northleach.
3. A gaol at Horsley.
4. A house of correction at Lawford's Gate, Bristol.
5. A house of correction at Little Dean.
6. A city gaol at Gloucester.
7. A borough gaol at Tewkesbury.

In 1843, a Commission, appointed by Government to inquire into the management of the Gloucestershire prisons, insisted upon the gaol accommodation being enlarged. It was enlarged accordingly; and the county authorities, looking at the rate of progress up to that time, calculated that a further enlargement would be necessary at the end of a few years. But what has been the actual result? Instead of enlarging the gaols, it has become necessary to shut them up for want of occupants. The process began in 1854, and since that date, one after another, six out of these seven gaols have been absolutely closed. The prisoners, who used to occupy these seven gaols, are all now contained in the county gaol at Gloucester, and even that has not always been full since it became the only available gaol in the county.

This very remarkable result is probably due to the united operation of various causes; and whilst no one would pretend that education ought to claim the whole credit for it, it seems hard to deny that educational operations may have had something to do with it. Gloucestershire has largely availed itself of the aid afforded by your Lordships' Minutes in the erection and maintenance of elementary schools, and it was the earliest

scene of the activity of Mr. Barwick Baker, Miss Carpenter, and their coadjutors in promoting ragged schools and reformatories. The change in the gaols began to be felt just when the Minutes of 1846 commenced to tell upon the country, and it went on with redoubled speed when the beneficent influence of the ragged schools and reformatories was added to that of the elementary schools. If there was no relation of cause and effect, these coincidences of date are at least extraordinary.

The diminution of juvenile crime, indeed, is distinctly traced, by those who understand the subject, to the influence of reformatories; and the argument that educational operations generally must have tended to diminish crime, is much strengthened by the fact that throughout England and Wales juvenile has decreased much more rapidly than adult crime. From 1856 to 1859 inclusive, the total number of adult offenders sentenced to gaols by courts and magistrates throughout England and Wales fell from 99,755 to 98,159, showing a diminution of only 1½ per cent.; but for boys and girls under 16 years of age there was a steady fall from 13,981 in 1856 to 8,913 in 1859, being a reduction of 36 per cent. (*See* Abstracts and Inferences from Official Criminal Returns by T. B. Ll. Baker, Esq.) Had the diminution of crime arisen *solely* from abundance of employment, cheapness of food, increased vigilance on the part of the police, and other similar causes, it would have shown itself at least as much in the case of adults as in that of juveniles. But since it is juvenile crime alone that is much affected, we must look for a cause that influences the young in a peculiar manner; and where can such a cause be found unless it be in that united action of the elementary school, the ragged school, and the reformatory, which constitutes the educational influence brought to bear upon the class of children from which criminals are recruited?

## Night Schools.

Night schools are increasing in number in my district, and I believe them to be both beneficial and important. But there is one great difficulty connected with them. Under existing regulations, many of them cannot be inspected. As a general rule, it is impossible to keep them open during the summer. They are, consequently, in operation from about the 1st of October to the 1st of April, but closed for the remainder of the year; and if the inspection of the day school falls due at any time from April to October, the night school cannot be examined. In this manner it happens that the most important night schools, which ought to fall under my supervision, have not been seen

by me at work for the last two years. Large grants have been made to them, and I have no reason to doubt their efficiency; but the principle, that payment can be claimed only as the result of an inspection, has been departed from.

I have the honor to be, &c.

J. BOWSTEAD.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, J. S. LAURIE, Esq., *on the* BRITISH *and other* SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* CORNWALL, DEVON, DORSET, HANTS, SOMERSET, SURREY, SUSSEX, *and* WILTS.

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MY LORDS, January 1862.

MY present district embraces 115 institutions in receipt of annual grants, or 153 schools under separate teachers, of whom 134 are certificated. These schools are classified as follows :— Schools comprised in the south district.

| | Number. | Scholars present at Examination. |
|---|---|---|
| Taught by male teachers :— | | |
| Boys' schools - - - - - | 47 | 7,000 |
| Mixed schools - - - - - | 55 | 5,275 |
| Taught by female teachers :— | | |
| Girls' schools - - - - - | 33 | 4,109 |
| Infants' school - - - - - | 18 | 1,973 |
| Total - - - - | 153 | 18,297 |

The two last of these four groups having, in my reports for 1859 and 1860 respectively, formed the subject of such special remarks as I had to offer, I beg leave to direct my present observations more particularly to the boys' and mixed schools, which are all taught by male teachers, and which represent two-thirds of the entire number of schools under my inspection. Present remarks confined to boys' and mixed schools.

A boys' school generally forms one of the departments of an institution, of which a separately managed girls', and sometimes an infants' department, make up the complement. A mixed school either stands alone or in connexion with an infants' department merely. The boys' school is found in towns, the mixed school chiefly in villages. The dissimilarity of conditions resulting from this difference of locality renders it necessary to consider the two classes separately. Their different conditions.

The town teacher has comparatively few difficulties to contend with. While he can easily obtain an ample number of pupils, his arrangements are not, to a serious extent, ex- 1. Boys' and mixed schools in towns.

posed to disturbance by the irregularity of their attendance; nor, as a rule, do his pupils leave him at a discouragingly early age. The consequence is that boys' schools and those mixed ones which are located in towns, afford the best examples of what is accomplished in our primary schools. Viewing them as a whole, such is the success of the system pursued in them, that I can confidently report that the average attainments of the pupils who attend them are considerably more solid and practical than those of youths of the same age who belong socially to a higher condition, and upon whose education, to use a current phrase, "no expense is spared." Not only is there in these schools no tendency to sacrifice utility to mere show; it is a fact (and it is one which promises even more for the future than it guarantees for the present) that the subject in which the teachers take the greatest amount of interest,—the subject which they chiefly discuss among themselves, and as to which they most zealously compare each other's conclusions,—is no other than the inquiry concerning the most efficacious methods of teaching the rudimentary essentials.

Estimate of particular subjects of instruction.

But it will scarcely be possible without going into some details, to show at once the considerable range of the instruction afforded in these schools, and the thoroughness with which the various branches are taught. The accompanying time-table (p. 147), which is that of the largest school in my district, but which is a good specimen of an average time-table, will convey a notion of the programme which is attempted, while it will also indicate the care with which the schoolmaster of the present day seeks to lead his pupils *by gradual steps* from the lower to the higher parts of learning.

The following remarks on the degree of excellence attained in the inculcation of the subjects put down in this time-table, apply to the average boys' and mixed *town* schools of my district.

Reading.

Reading is well taught, except when the reading lessons are injudiciously selected. It is, perhaps, not too much to say that the greatest obstacle which has stood in the way of the satisfactory teaching of this difficult art has been the unfitness of the pieces which the pupils are required to read. Certain it is, that no amount of labour expended on the process of articulation will produce an easy and intelligent delivery until the pupil is made to understand, and induced to take an interest in the subject-matter of the lesson. When this principle is fully grasped by teachers generally, I apprehend that we shall hear no more of the complaints that have been so constantly repeated as to the bad reading in our primary

| Organization. | No. | Reading. | Writing. | Arithmetic. | Grammar and Composition. | History. | Geography. | Drawing. | Music. |
|---|---|---|---|---|---|---|---|---|---|
| **UPPER SCHOOL.** | | | | | | | | | |
| *1st Section.* | | | | | | | | | |
| Class 1:—1 pupil-teacher, 1 monitor. | 40 | Scriptures, Graduated Series, 4th and 5th Irish Book, Sullivan's Class Book. | Copy-books, slates, complex themes. | Decimal fractions, vulgar fractions, mensuration, &c. | Morell's, Lennie's, & Cornwell's Grammar, Parker's Composition. | English and general. | Dr. Cornwell's Epitomes, Irish. | Model, mechanical. | Vocal, from notes. |
| Class 2:—1 pupil-teacher, 1 monitor. | 40 | Scriptures, Graduated Series, Irish Series. | Copy-books, slates, simple themes. | Fractions, proportion. | Do. | Goldsmith | Dr. Cornwell's | Freehand, maps. | Do. |
| *2nd Section.* | | | | | | | | | |
| Class 1:—1 pupil-teacher, 1 monitor. | 35 | Scriptures, Daily Lessons. | Memory and dictation, sm. copybooks. | Practice in money matters. | Do. | White's | Compendiums | Do. | Vocal, by ear. |
| Class 2:—1 pupil-teacher, 1 monitor. | 35 | Scriptures. 3rd Class Irish Books. | Memory and dictation. | Compound rules | Do. | Ince's | Compendiums | Do. | Do. |
| **LOWER SCHOOL.** | | | | | | | | | |
| *3rd Section.* | | | | | | | | | |
| Cl. 24 } 1 pupil-teacher, } | 51 | Scriptures, Irish 4th | Description from memory and dictation. | Proportion, practice, compound rules. | Morell's, Lennie's, and Cornwell's Grammar, Parker's Composition, and Murray's Grammar. | British Isles | General and useful. | Freehand | Vocal, by ear. |
| „ 23 } 1 monitor } | | | | | | | | | |
| „ 22 } 1 pupil-teacher, } | 50 | | | | | | | | |
| „ 21 } 1 monitor } | | | | | | | | | |
| *4th Section.* | | | | | | | | | |
| „ 20 } 1 pupil-teacher, } | 48 | Scripture and Irish 3rd. | Memory and dictation. | Slate and mental. | Irish | Irish | General | — | Do. |
| „ 19 } 1 monitor } | | | | | | | | | |
| „ 18 } 1 pupil-teacher, } | 47 | | | | | | | | |
| „ 17 } 1 monitor } | | | | | | | | | |
| „ 16 } 1 pupil-teacher, } | 46 | | | | | | | | |
| „ 15 } 1 monitor } | | | | | | | | | |
| „ 14 } 1 pupil-teacher, } | 48 | Do. | Do. | Compound rules, simple rules, addition of money. | Do. | — | — | — | — |
| „ 13 } 1 monitor } | | | | | | | | | |
| „ 12 } 1 pupil-teacher, } | 46 | | | | | | | | |
| „ 11 } 1 monitor } | | | | | | | | | |
| *5th Section.* | | | | | | | | | |
| „ 10 } 1 pupil-teacher, } | 45 | New Testament, Irish 2nd. | Copybooks and slates. | Value of numbers. | Do. | English | Home | — | Vocal, by ear. |
| „ 9 } 1 monitor } | | | | | | | | | |
| „ 8 } 1 pupil-teacher, } | 47 | | | | | | | | |
| „ 7 } 1 monitor } | | | | | | | | | |
| „ 6 } 1 pupil-teacher, } | 46 | Easy narratives | Do. | Do. | — | Do. | Do. | — | Do. |
| „ 5 } 1 monitor } | | | | | | | | | |
| „ 4 } 1 pupil-teacher, } | 44 | Monosyllables | Slates | — | — | — | — | — | Do. |
| „ 3 } 1 monitor } | | | | | | | | | |
| „ 2 } 1 pupil-teacher, } | 46 | | | | | | | | |
| „ 1 } 1 monitor } | | | | | | | | | |
| Total | 713 | | | | | | | | |

Mr. JAGO, Master.

schools. I can certify that so far as the technical methods are concerned, by which large classes are at present exercised in reading, little improvement is possible. All that is wanted is the infusion of more life and intelligence into the lesson.

Writing. The writing is excellent. Universal preference is shown for a large, round, and distinct hand. This branch is hardly ever ill taught.

Arithmetic. Arithmetic is a trying subject to teach really well, and on it I have occasionally had to report considerable deficiency; but generally speaking sums are worked with remarkable readiness and accuracy. I am glad to be able to state that the delusive mode of teaching arithmetic by attempting merely to impress on the memory a number of rules which are repeated by rote, but the principles of which are not understood, is being rapidly given up in my district. That mechanical system admits, doubtless, when the teacher is energetic and the pupils diligent, of a great display being made within a short time; but it cannot be expected that the rules should be retained, while the principles upon which they are based are ignored, and while the very fact that they rest upon principles at all, is not even remotely apprehended.

Writing to dictation. Writing to dictation is practised in all schools, and is generally well done. As the table given above shows, it is now introduced at a much earlier period than formerly, namely, as soon as a class has begun to write on slates. The exercise is one of little value without a strict attention to the neatness of the writing, and a systematic and careful revision; and in consequence of the expenditure of time and labour which such revision entails, it has been found convenient, in many instances, to alternate it with a transcribing exercise, which appears a practical arrangement.

Grammar and composition. Grammar is indifferently taught. The cause of this lies not only in the inherent difficulty of the subject itself, but in the circumstance that the ideas of teachers on the proper method of dealing with it are in a sort of transition state. Teachers no longer regard grammar as a mere collection of definitions and rules to be learnt by heart; but it is undeniable that, with a deeper appreciation of the principles of language than they formerly possessed, they still fail, hardly less than formerly, to impart much useful or satisfactory grammatical knowledge. Yet it must not be supposed that there is under this head any reason for despairing of ultimate success. The lessons now everywhere given on the "analysis" of sentences, if they have hitherto but too frequently resulted in rendering "confusion worse confounded," promise gradually to assume a really practical shape. No better proof of this can be desired

than the interest taken both by pupil and teacher in composition, which is now practised in schools as an independent exercise to an extent which, a very few years back, would not have been dreamed of.

In geography and history little more is done than the learning by rote of an assemblage of names and statistics; and when too much of this is not attempted, a somewhat rare case I admit, it is done in a creditable and effective manner. No intelligent schoolmaster can expect to accomplish much in these branches unless he succeeds in bringing the reason, and still more the imagination, into active play. There need not be any great difficulty in doing this, if he will only make a liberal use of pictures, maps, anecdotes, &c., and carefully limit the number of facts which the pupil shall be required to learn. But it is truly lamentable to witness the prodigal manner in which time and labour are wasted every day in a vast number of schools with what are called history and geography lessons. I believe that in this department a sweeping reform is urgently called for. Less than half that mass of facts and dates with which, according to the system now prevailing, pupils are mercilessly crammed, would be more, in my opinion, than could be overtaken in a comfortable and rational way. It appears also worthy of notice that the principle which should guide the selection should be, not so much the importance of points in a comprehensive and philosophic sense, as their adaptability for interesting and impressive treatment, and the possibility of incidentally illustrating them by what the pupil can see for himself, or has experienced, or can readily imagine. I ought not, however, to omit to mention in connexion with the subject of geography, that outline map sketching is extensively practised, and I think the time devoted to it is advantageously spent. Geography and history.

Rapid progress is being made in singing and drawing. While continuing to be employed as a valuable means of relief from the monotony of school routine, these subjects are no longer taught in an off-hand or perfunctory, but in a deliberate and systematic, manner. The results are highly satisfactory. Singing and drawing.

The above sketch presents as fair an estimate as I can briefly give of the general character of the work done in the schools under consideration. I cannot but think that, on the whole, the results are very creditable to the teachers. My conviction is that they would have been unattainable in the absence of the substantial aid which your Lordships have, by means of the pupil-teacher system, afforded. Thes proposition could not be fully demonstrated without much discussion, which General remarks.

would here be out of place; but the fact that under the present system a new body of schoolmasters, far superior in most respects to their predecessors, have been brought into our elementary institutions, and are now gradually and surely accomplishing a beneficial revolution in them, is, I venture to say, undeniable. There are many points of difference between the teacher of the old and the teacher of the new school, and they are all or nearly all in favour of the latter. The fundamental distinction between them is, that the latter is learning to exercise common sense, where the former blindly trusted to tradition. It is thus allowable to hope that those shortcomings which we have still to complain of, will be remedied by additional experience, and by the application of honest and intelligent criticism.

2 Mixed rural schools: their inferiority and the cause.

With regard to the mixed rural schools of my district, I cannot report their condition to be at all a prosperous one. The adverse circumstances which tend to keep these schools in a state of chronic depression are so well known to your Lordships, that it is unnecessary to do more than allude to them. Irregularity of the pupils' attendance, their early removal, the want of anything like sympathy or co-operation at home with what goes on at school;—these are only a few of the drawbacks with which the rural teacher has to contend. But even here, as we have in the schoolmasters an enlightened and zealous body of men to appeal to, there appears good reason to anticipate that the pressure of the evils which at present render these country schools so much inferior to those in towns, in an educational point of view, would be lightened by the adoption of a reform, which will probably meet with approval when the whole state of the case is considered. Why should the rural teacher attempt so much as the town teacher? He has difficulties of a serious description to cope with, from which the other is free; and in painfully trying to rival what can be accomplished with ease by the town teacher, he not only suffers the mortification of a defeat, but he finds himself bound to acknowledge that even up to the less advanced point to which he has been able to bring his pupils, they are seldom thoroughly instructed. The truth is, he has been all the time hurrying the lower and cramming the higher classes; and no wonder if at last he discovers that he has imparted a smattering of many things and a knowledge of none.

Remedy suggested.

The case of rural schools is somewhat analogous to that of girls' schools, as described in my last report. The irregular attendance and low age of leaving peculiar to the former may be weighed against the time taken up by sewing, &c., in the

latter. It appears, therefore, that the remedy suggested in the case of girls' schools should be the same in the present case, namely, limitation of the subjects of instruction. The boys' school programme, cited in a previous page, I do not consider excessive for any town school; but it should not be attempted in a rural school. Here the range of subjects ought to be reduced. For example, geography and history might be excluded as *special* branches, and opportunities might be taken to convey *incidentally* such information respecting them as may be considered indispensable. For this the reading lessons offer ample facilities. This suggestion is offered in the belief that the evil to be remedied arises not from the incapacity of teachers, but from the quantity of work they undertake, which is more than, within the prescribed limits, can be done *well*. As it is only by diminishing the number of a multitude of objects in view that closer attention can be fixed on the remainder, the assumption is, that the limitation now recommended will conduce to the development of sound method, the condition of all progress.

I have the honor to be, &c.

J. S. LAURIE.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, W. SCOLTOCK, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* CHESTER, SALOP, STAFFORD, *and* WARWICK, *and in* NORTH WALES.

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MY LORDS, January 1862.

Employment of time, &c.

DURING the autumn of 1860 I assisted my colleague, Dr. Morell, in the inspection of the Wesleyan training college at Westminster. My remarks on the health of the students and other matters were addressed to him, and he embodied the same in his general report. I also inspected and reported to your Lordships upon the normal college at Bangor.

Number of schools, &c.

Between the 1st September 1860 and 31st August 1861 I visited the following schools in the receipt of annual grants:—30 boys', 22 girls', 24 infant, and 85 mixed schools.

11,127 males and 7,323 females were present at examination, the average attendance amounted to 16,970, while accommodation was provided for 23,333.

Finance.

The annual income, as stated by managers, of 114 schools was 12,917*l.* 0*s.* 7*d.*, of which 8,139*l.* 14*s.* 5*d.* came from school pence. The fees range from one penny to fourpence per child. Only 4·08 per cent. pay more than fourpence per week.

On comparing former returns with the present ones, I find that there has been a decrease in the teachers' salaries. The average pecuniary emoluments, including Government grants and all professional sources of income, were, for certificated masters, 99*l.* 19*s.* 1*d.*; mistresses, 69*l.* 16*s.* 9*d.*; infant schoolmistresses, 63*l.* 3*s.* 10*d.*

Age of scholars.

Only 14·18 per cent. of the scholars on the school registers were above 12 years of age, and I am inclined to think that this per-centage is greater than it otherwise would be, on account of many grown-up girls and boys being in the habit of attending Welsh schools during the winter quarter; and I am pretty sure that from 3 to 11 years must be set down as the age of the mass of children who will attend our elementary schools.

To the above schools eight cases of simple inspection must be added; from these, however, either no returns were made, or else the returns were not complete.

The following schools have applied for Government aid during the year :— New schools.

| | |
|---|---|
| Aberffraw, Parochial. | Leamington, B.S. |
| Birmingham, Graham Street. | Leamington, Spencer Street. |
| Cozeley, Darkhouse Chapel. | Llanbrynmair, B.S. |
| Gaerwen, B.S. | Llanfachraeth, B.S. |
| Hanley, Bethseda. | Pensnett, B.S. |
| Hassall Green, Wes. | Walsall, Wes. |
| Henley in Arden, B.S. | Talysarn, B.S. |

Two schools have ceased to receive annual grants—

1. West Bromwich, Ebenezer, boys.
2. Harbourne, Public S.

At Northwich Wesleyan school the infant department has been closed, and the whole school is now conducted as a mixed one, under a master, and a mistress for needlework. The reasons for the change seemed to be that the school buildings were not suitable for two departments; but after closing one the managers were enabled to improve the premises by the addition of two class rooms. Improvement of school buildings.

Several school-rooms have been improved, and in some localities new schools erected. Thus at Walsall a large Wesleyan school has been built with Government aid; and at Tipton Great Bridge two departments—one for boys and girls (mixed), another for infants—have been opened during the year in place of the old and incommodious rooms.

F. Wedgwood, Esq., of Etruria, has just completed, at his own cost, most convenient schools for girls and infants; the premises consist of a large room for infants, and a room and class-room for girls. Very few school buildings in my district have been more judiciously planned; money has not been wasted upon useless ornaments, and yet all requisites have been secured, for the rooms are well ventilated by Watson's patent ventilators, and well lighted; they are also warm, dry, and furnished with benches, desks, and galleries.

In some instances I think that the promoters of schools have erected buildings too large for the number of children who are likely to attend. This, I imagine, has been done under the impression that scholars would be drawn from a radius wider than is possible in localities where the population is sparse, and in districts where the weather is at certain seasons very severe. On this point Mr. Jenkins remarks as follows (Report of Education Commission, vol. ii., p. 503):— Schools too costly.

"I have no hesitation in saying that the erection of school-
"rooms on a scale needlessly in excess of the average attend-
"ance is not only a great oversight on the part of the pro-
"moters, but at once an unjustifiable expenditure of public

"money where a grant is made, and a waste of voluntary "energies which might be employed for more useful ends."

In some rural districts a mistress better than a master for mixed schools.

In very many parts of Wales, for example, small schools are the only ones which can be supported, for the farmers are the sole persons (as a rule) who can afford to give voluntary contributions, and the children likely to go to school are few in number, so that the fees would not amount to many pounds in the quarter. I however fully believe that such schools might be established and carried on with great efficiency; and it seems to me that a mistress would in many cases be more suitable than a master for small rural schools, and this for more reasons than one. She would be contented with a smaller salary, and being capable of instructing the girls in needlework the stipend for the sewing mistress would be saved. I have the less hesitation in recommending the above plan, for in my former district a Wesleyan school, at Melsonby, under a mistress, always received from me a good report, and I find that my successor, E. H. Brodie, Esq. (Tabulated Reports for 1859–60), speaks highly of the same school.

More attention has of late been paid to cleaning and painting. In 1857 I found many schools in Staffordshire dirty and wearing a general look of bad management; however I am glad to say that a change for the better has taken place. I was particularly struck with the improvement at the Burslem and Tunstall Wesleyan schools. There are, however, certain habits of the scholars of no few schools that would be more honoured in the breach than the observance. It is bad enough to see a boy spitting upon his slate and wiping it with his coat sleeve, but much worse to behold a girl, after her slate has been well lubricated with the liquid to which allusion has already been made, cleaning off the wet with her frock, or, still oftener, some under garment.

Want of cleanliness.

Pen-wiping also is effected in a most primitive fashion, either by means of the mouth or on the hair.

I do think that such matters (though they may seem to some to be mere trifles) are worthy of reprehension, and should be provided against in schools, as children ought to learn habits of cleanliness as well as (or, as I should say, in preference to) hard terms in grammar and strings of geographical names.

Schools in Wales.

In Wales the progress made in the number of schools established, as well as in the efficiency of those already existing, is very encouraging. One chief reason for the improvement is owing to greater care having been paid to the elementary subjects, and consequently the instruction has become more accurate and more generally useful. The Welsh language,

however, is a great obstacle, particularly in the outlying districts, for though the children during school hours learn English, yet many parents speak only Welsh, and therefore the conversation at home is carried on in a tongue different to that used at school, and so the work of the day is counteracted by the habitual language of the family. However, greater proficiency would be attained if better methods were adopted for teaching infants, the system too often pursued of grouping all the young children in a class-room badly ventilated and overcrowded, is highly objectionable; the poor sufferers remain for a length of time seated row above row attending to the lessons or rather attempts at lessons of a pupil-teacher. More attention seems to have been paid during the past year to teaching the meanings of English words, and I would urge the necessity of still greater care being bestowed on this subject, for it is quite absurd that boys or girls should be able to read fluently a passage in an English book and not understand the meaning of the author.

Want of infant schools.

Among those counties where schools have been multiplied, Anglesea stands conspicuous, and this much wished for result is owing in a great measure to the unwearied and patient labour of the Rev. John Phillips, a man who has done more for education in North Wales (at least as far as British schools are concerned) than any single person. Of the Anglesea schools under my inspection, the British schools at Holyhead are remarkable for discipline, numbers, and instruction. Eleven years ago (as I am informed), when the present master (Mr. David Evans) took charge of the boy's school, it had been in operation for nine or ten months, and was attended by about 140 boys, who paid on an average 15*l.* a quarter. At present there are about 300 boys in average attendance, the receipts from whom, in school pence, has averaged 42*l.* a quarter for the last two years.

Increase of schools in Anglesea.

During the last ten years the average attendance at the girl's school has increased from 70 to 160, and the quarterly receipts in school pence from 7*l.* to 21*l.*

## Night Schools.

The night schools under my inspection are few in number, and of these few the majority have only recently been established. One school is worthy of special notice; I mean the night school connected with the Church of the Saviour in Birmingham.

The night school for women was opened in September 1847 in a room in New Hall Street. Thirty-six women were present at the opening; of these, scarcely any could read

Night school for women connected with the Church of

the Saviour in Birmingham.

sentences, and not a dozen could form a legible letter; only three (and these proved to be dressmakers) could cut out or fix a single article of their own clothing. In March 1848 the school was removed to a room in Broad Street, which was supplied with desks and benches, all of which were wanting in the former room. The women are now taught in the school-room belonging to the Church of the Saviour, where black-boards, desks, and all other appliances are in abundance.

The following will give a pretty accurate account of the state of the school at my last visit :—

Of 153 pupils admitted into the school between the 3rd of September 1860, and the 4th of March 1861—

| | |
|---|---|
| 14 | read and write well. |
| 54 | „ „ tolerably. |
| 47 | „ „ very imperfectly. |
| 32 | read only. |
| 6 | neither read nor write. |
| 74 | had been at day schools, but left when very young. |
| 29 | at Sunday schools only. |
| 5 | at private schools. |
| 3 | never at school. |
| 8 | at day schools over five years. |
| 13 | „ „ three „ |
| 21 | „ „ two „ |

One hundred and forty were on the books at my last inspection, of whom 85 could read fluently and write fairly.

Though many of the scholars are working in the factories, yet the order is excellent and the manners good.

## Change of Teachers.

Young teachers fond of changing from school to school.

Numerous changes among teachers have taken place in my district, which is much to be lamented, for the best schools are decidedly those in which the teachers have remained for a length of time, as, for instance, in some of the Staffordshire schools, the portion of my district that I have inspected for the longest period, and about which I am able to give a somewhat decided opinion. Among some young teachers there is a restless feeling. When they are sent to a school that is not ready made to their hands, they compare it with the school in which perchance they have been pupil-teachers; whereas they forget that the characters of such schools have been made by the steady perseverance, unwearied efforts, and skill of teachers who have devoted the best years of their lives to their calling, and by so doing have won the respect of all with whom they have to deal.

## Pupil-teachers.

Honorary pupil-teachers.

The custom of apprenticing unpaid teachers is more common in Wales than in England; probably two reasons may be assigned: the one that the demand for labour, generally speaking, is not so great, and consequently wages are lower; the other, that parents are glad to secure an education for their children of a higher grade and for a longer period than could otherwise be obtained, except at the cost of sending them to a school in England, so that the instruction given by the master or mistress is looked upon as an equivalent remuneration for teaching in school; at all events until a vacancy occurs for a paid apprentice.

Reading of the pupil-teachers.

A few years back I had occasion to complain about the reading of the pupil-teachers. I am happy to say that a change for the better has taken place, but there is still room for further improvement. The reading may be described as "rough and ready," rather than smooth and intelligent; in many cases the readers do not seem to comprehend the meaning of the passages, and in consequence, the performance wants force and expression. The letter H is too often left out even by those whose proper office it is to correct this time-honoured omission. It seems to me that special lessons in reading should be given to the pupil-teachers in order that they may be more fully qualified to carry out the instruction of others in this most important branch of education.

Lessons should be given on English composition and writing.

The next point upon which I have to remark is the want of care displayed in English composition on the subject of school management; for whereas questions on geography are answered well, and many other subjects worked out accurately, the written answers on school management are both imperfect and incorrect, for in writing an abstract of some easy subject and in drawing up notes of lessons, the rules of grammar are not unfrequently lost sight of by many pupil-teachers who have accurately and readily disposed of questions on analysis and parsing of sentences. *I am of opinion that the majority of pupil-teachers would be greatly benefited by the continuance of lessons on writing.*

I have to express my thanks to the ladies who kindly assisted me in examining the needlework of the female pupil-teachers in Staffordshire. Great pains and no small amount of time were spent in examining and deciding upon the merits of the various pieces of work in this county, and the ladies in many cases expressed themselves well pleased with the specimens that came before them.

### Age at which Children leave School.

Demand for labour prevents long attendance.

The demand for labour is so great, at all events in the manufacturing parts of my district, that it is not possible to keep children at school for any length of time; as soon as they can earn a small sum per week they go to work. Attempts have been made by prize schemes to induce parents to allow their sons and daughters to continue at school; what influence these rewards may have had in the schools not under my inspection I am unable to state, but in the schools which I visit it is only the children of the "well-to-do" parents (as a rule) that compete at the general prize scheme examination; and I believe that the majority of such scholars would in any case stay at the schools under Government inspection, as the parents think that such schools afford a sounder and more useful instruction than can be obtained at flashy seminaries or finishing academies.

The value of the prize scheme doubtful.

In the case of those who have to gain their living by manual labour, we must bear in mind the difficulty of learning some trades, as well as the demand for labour. Thus the pottery business is an art that requires time and practice, and can only be acquired by actual manipulation.

Attention should be paid to the lower classes.

What is really wanting is to secure attendance while the children are at school, to prevent their being kept at home on the slightest excuse, or for no excuse at all, Moreover great attention must be paid to the children in the lower classes, and teachers should devote some part of each day to the younger scholars, and not leave them to the sole charge of a pupil-teacher, perchance in his first year, or still worse to an unpaid monitor in the shape of a boy from the first class.

The following remarks of the Rev. James Fraser (Report of Education Commission, vol. ii., p. 117) are worthy of attention:—

"The time lost in the lower classes is the great cause of children's education not being advanced when the time comes for their withdrawal from school, and this time in the case of boys must be fixed at furthest at the age of ten. It is possible, nevertheless, under a sound system, adequately applied, to have educated a child fairly well for his position in life by that age."

After a child has left the day school and gone to work, efficient night schools will help to keep up the previous attainments; and if children have any inclination to improve, the means will not be wanting to enable them to attend such places of instruction.

### Length of School Time.

In no few instances the children come to school at 9 a.m leave at 12, and they are in school again at 2 p.m., and remain

until 5 o'clock. I believe that the strength of the children is exhausted by application so continuous, and, in many cases, so wearisome; and if one hour at least were cut off from the time actually spent in the school-room, the results would be more satisfactory, for "all work and no play makes Jack a dull boy."

Moreover, in winter the children are cold and lifeless; their fingers are so benumbed that they cannot write; their bodies are frozen, and their minds seem to hibernate, to wake up, perchance, with the coming spring. In summer sleep holds sway, and reigns supreme in spite of the oft-repeated cry of "hands out," or some other desperate appeal. Owing to the tedious school time, home lessons are not so often given as I could wish, or if given, not always carefully examined. While speaking of home lessons, I cannot help saying that learning by heart is "conspicuous by its absence."

Let me not be supposed to advocate the old fashioned method when learning to repeat meant learning by rote, parrot-like, I merely wish to urge the importance of exercising the memory, and also the voice, for correct recitation is no small help to good reading.

At the same time that I say that in many schools home lessons are neglected, I must by no means be thought to include all the schools in my district; in some great attention is paid to this subject (for instance at the Stockport British school), and where such is the case learning keeps pace with the labour bestowed.

## Registers.

In many schools Martin's registers are used, and in the generality of cases I have reported that the registers are "fairly" kept. By "fairly" I mean that the entries are made in such a manner as to induce me to believe that no deceit has been practised in making them. However, there are certain points connected with the keeping of registers which need more special attention; even in those class registers where columns are ruled for the ages of the children and for the time of attendance since each child was admitted, I often find that such entries are not made; moreover, the days attended by each child during the year are scarcely ever brought forward. In some schools the summaries are not filled up week by week and quarter by quarter, but such statistics are left until the end of the year, and then the teacher has to work night and day to fill in averages which ought to have been calculated and set down months before.

Names are left on the register after a child has ceased for some considerable time to attend school, whereas in the Minutes for 1857–8, page 38, I find the following :—

"As soon as a child has been entirely absent for a fortnight (at the longest) inquiry should be made of the parents whether or not it has been withdrawn, and no name should under any circumstances be kept on a register after an unbroken absence of two months. After a greater interval the child, if it returns to the school, should be re-admitted with a special notice opposite to the eighth column in the admission register."—(*A book by the way not often to be met with.*)

The almost universal practice is to mark the presence of a child by a dot. That this is the best method seems to me doubtful; for in case a teacher wished to be dishonest (a supposition, let us hope, by no means capable of proof), dots are easily made so as to bring a child up to the number of days required for capitation; whereas, if blanks represented attendance and dots absence, the dots when made in ink could not be erased without leaving a mark visible to those who examined the registers.

### Number of Girls as compared with Boys.

In the Wesleyan schools (as far I can judge) the number of girls, as compared with boys, is small. I cannot conceal my regret at the disproportion between the two, and the difference is the more striking when I compare the numbers in other schools under my inspection in places where Wesleyan schools exist. Thus, in West Bromwich, at the Wesleyan school (mixed), I found 219 boys and 101 girls, whereas at West Bromwich Summit Factory schools I examined 141 boys and 140 girls. Again, at Birkenhead Wesleyan mixed school, 82 boys and 54 girls were present at examination, whereas at Birkenhead St. Andrews' Presbyterian school 112 boys and 141 girls were present at the time of inspection. The above fact of statistics, I am glad to say, has not escaped the notice of the Wesleyan Education Committee (Report for 1861, page 28).

### Needlework.

More attention has of late years been paid to needlework, and I find that in the girls' schools where sewing is best the intellectual instruction is also best; thus, at Tean school (belonging to Messrs. Philips), and at West Bromwich Summit Foundry school (belonging to Messrs. Kenrick), the industrial skill and intellectual acquirements are most satisfactory.

As regards mixed schools, I fear that the training in domestic matters is still a weak point; in some cases the sewing mistress is not a very competent person for the office,

and in out of the way places it is by no means easy to meet with any one at all able to teach sewing and cutting out. About industrial training in North Wales, I find the following remarks in the report of the Education Commission (vol. ii., page 502) :—

"The schools in this district generally, almost universally, are superintended by masters, and the only special branch of female instruction given in them is sewing, for which a mistress is generally engaged, who attends the school twice or thrice a week. In the schools of North Wales it (sewing) is badly taught."

*Granting that these remarks are true, the error ought to be speedily corrected.*

I have the honor to be, &c.

WILLIAM SCOLTOCK.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, C. H. ALDERSON, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* BEDFORD, CAMBRIDGE, DERBY, HUNTINGDON, LEICESTER, LINCOLN, NORFOLK, NORTHAMPTON, NOTTINGHAM, *and* SUFFOLK.

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7, Upper Portland Place,
21 January 1862.

MY LORDS,

Number of schools and organization.

DURING the past year I have visited 145 district institutions, or 201 departments in charge of separate teachers; of these the greater number continue to be mixed schools. I am glad, however, to report an increase of infant departments. I made some remarks last year on the impolicy, in the case of a mixed school, of dividing the children according to sex. Another year has only strengthened the conviction I then entertained. I will only add that the best mixed schools in my district are those in which attainments, irrespective of sex, are the basis of classification; as an instance of this, I may mention the very promising Parliamentary school, newly established, at Cley-on-the-Sea, in Norfolk, where the managers have had the sense and courage to insist on the adoption of this rule; the result is a degree of good order and exact discipline such as I have never seen surpassed in a newly opened school, where boys and girls were taught together. Curiously enough, there is in the immediate neighbourhood a mixed school, also newly opened, at Wells; there, when I visited it last April, the contrary practice was adopted; there was a twofold classification, according to sex, running all through the school. The embarrassment to the teacher and the general confusion occasioned by this arrangement was obvious and glaring. I am sure that no one could have visited these two schools in succession without being struck by the contrast. It seems to me that parents show a great mistrust of the teacher's ability to superintend the school properly, when they insist on the girls being taught in groups separate from the boys. His presence ought to be a sufficient guarantee against any rude or improper conduct.

Finance.

The total income throughout the year amounts to 17,600*l.* 17*s.* 7*d.*, while the total annual expenditure has

reached 20,036*l.* 1*s.* 7*d.* This calculation is exclusive of Government grants. Or, in other words, while the average income per scholar in attendance has been 17*s.* 4¾*d.*, the average expenditure is 19*s.* 9½*d.* The number of children in average attendance is 20,245. The greater part of the school income is derived from school-pence, the commonest rate of payment ranging between 2*d.* and 4*d.* weekly. The average salary for a certificated master in my district is 101*l.*, for a certificated mistress 71*l.*, for a certificated infant mistress 61*l.* In the case of uncertificated teachers, these sums must, in the first instance, be reduced by considerably more than a third, in the second by nearly half, and the last by rather more than half. The figures given are inclusive of augmentation.

Attendance.

More than 50 per cent. of the children on the registers are under nine years of age. The school influence may be said to be strongest between the ages of six and ten; into those four years is to be crammed the preparation for a lifetime. After ten the attendance at school declines, owing to the interruptions of labour. Between one and two per cent. only remain over fourteen. If the career at school is thus brief, the fluctuations in attendance are marked by the fact that nearly 40 per cent. have been in the school less than a year, and only 6 per cent. four years. Those four years probably are not those during which the most lasting impressions are made, or when the mind of the scholar is fairly awakened to the advantage of knowledge.

Character of instruction.

There is no marked alteration in the character of the instruction of the elementary schools which I have visited. Improvement in important branches of instruction is very gradual; it depends on so many other conditions besides the main one of having an efficient teacher, that it is impossible to anticipate it with anything like certainty. But I am sure that there is among masters and managers an increased sense of the importance of the three elementary subjects, that the attention recently directed to them is already bearing fruit, and that in comparatively very few instances stress is deliberately laid on the more advanced studies. Sounder notions of what education should comprise are, by degrees, making their way in the country, but their growth is necessarily slow. The main causes of the imperfect grounding of scholars, of their failure to read or sum satisfactorily, remain what they have always been. The first, which is often lost sight of, is the short time allowed a boy for remaining under instruction. It is much more easy in a year to give him a fair knowledge of grammar, than it is to break him in to the drudge work of the three R's; one can be done in a year, the other cannot.

Elementary subjects.

To require the latter is, while the attendance is what it is, to ask an impossibility. The second great cause of the neglect of fundamentals is not the high pressure system imported by the master, but the ambition of parents leading them to undervalue those branches. I have been repeatedly assured by teachers, upon whose statements I entirely rely, that they are exposed to a constant pressure on the side of the parents towards showy but superficial teaching. Considering how materially their position is affected by the favour or dislike of parents, it is not wonderful that they often yield to their suggestions, contrary to their own better judgment. While there is a steady improvement in the general character of the reading in elementary schools, it is still necessary to commend that of the lower classes in them in a special manner to the attention of teachers. The reading of a first class seems to me not only in proportion much better, but to show unmistakeable marks of having been more carefully taught than that of the younger scholars. In all classes there is improvement in one respect, the children read much more audibly and articulately than they did. Writing is, in most cases, good or fair, but the exercise does not always include all the scholars whom it might and should. In arithmetic, proportion, practice, and the compound rules are, as a general rule, worked more accurately than the simple rules. Numeration is now become a regular part of the arithmetical instructions, but the younger children are far from possessing uniformly intelligent notions on the subject.

Spelling. I have observed the spelling of the elementary scholars of my district narrowly during the past year; I find that, on an average, the boys in the first class of a British or Wesleyan school write from dictation a passage of 15 or 16 lines out of their ordinary reading book with about two mistakes apiece; but below the first class the spelling is, I believe, in proportion, far less accurate. The spelling has, in general, been as correct in country and village schools as in town schools. I may mention, in passing, the spelling of three schools in my district as peculiarly good; they are the Derby British (boys), the Lincoln Wesleyan (boys), and the Clay Cross British

Grammar. (girls). Of the remaining branches of instruction the least satisfactory is the grammar. I confess I should be glad to see this study discontinued; as at present taught, it exercises the memory at the cost of loading it with a mass of technical phraseology, but it wholly fails to make a scholar speak and write more correctly. Although not professedly entered upon the time table, it might indirectly receive a sufficient amount of attention from an intelligent master. There are simpler methods by which children may acquire the habit of express-

sing themselves properly in words or writing. The practice, for instance, of making the scholars write the teacher periodical letters on any selected subject, has been in many schools adopted, and is calculated to give a boy a more practical mastery over his own language than any number of lessons on the analysis of sentences.

Efficiency of teachers.

I have in my district 183 certificated teachers. As a body, they are very diligent and assiduous in the discharge of their duties, but I notice a tendency in not a few, when they have established their reputation and obtained the confidence of parents, to slacken work and rest on their oars. It is when he has conquered the earlier difficulties which beset his path, and when the up-hill work is substantially done, that a teacher shows the stuff he is made of, and the real motives of his conduct. If vanity is the guiding impulse, he remits his efforts as soon as they have brought him the meed of local applause; if he be swayed by a sense of duty, he plods on, adding each year to the proofs of careful training which his scholars exhibit. It is so much the habit for schools to stand still after a certain point of efficiency is reached, that I think one in my district, displaying the precisely contrary aspect, of constant progress and improvement in details of management, the Ipswich British school for boys, entitled to honourable and distinctive mention in this place. I have never visited that school without being struck with this feature, the most satisfactory of any. I shall be only doing justice to the merits of another and a younger teacher, if I cite one other school where remarkable progress has been made during the past year, the Derby British boys' school. The example set by such teachers as those respectively in charge of the schools I name is excellent, and valuable chiefly on this account, that it illustrates the difference between working unreservedly from a sense of duty, and working from lower motives and up to a certain proposed standard of success. The number of pupil-teachers employed in my district amounts to 390. I have occasionally called attention to their shortcomings; I am the more anxious therefore to express here the sense I entertain of their inestimable value to national education. They have been the vehicle of supplying schools with what far transcends mere knowledge in worth, a higher tone of manners and morals. The Minute establishing probationary teachers, has hardly affected my district at all. Only four are employed in it, either as second teachers in large or principal in small rural schools. There is a distinct preference for assistant teachers, eleven of whom are engaged in various quarters, aiding in almost every case their former masters. The reason of this is

Ipswich British School.

Derby British Boys' School.

Probationary and assistant teachers.

that a teacher feels that his authority is more sure to be supported, and his ways more thoroughly understood, by a subordinate who has stood to him in the relation of apprentice. I believe there is, moreover, as much reluctance when the certificate examination has been passed, to afford services in a secondary capacity, as there is on the part of head teachers to receive them. A young teacher is naturally ambitious of managing a school on his own principles, and putting into practice all the knowledge he has acquired at college. He prefers, therefore, in most instances, an independent command to a sphere where he is only engaged in carrying out the ideas of another.

Great schools affected by the Minute of 1859.

The limitation of pupil-teachers to the ratio of four to every certificated teacher has affected the efficiency of some of the large schools in my district. Their arrangements have had to be in most cases recast; and it may be, that when they have settled into their new posture, they will regain all the ground they have lost. Great credit is due to the teachers for the good sense which they have shown under very critical circumstances, and the ability with which they have met the serious difficulty involved in the withdrawal of apprentices. A staff of assistant and pupil-teachers, mixed, is preferred to the employment of two or more certificated teachers with their several groups of apprentices. It is feared, and with some reason, that among the latter rivalries might arise, and a practical independence of the teacher to whom they were not bound.

Organization.

Every year brings a small accession to the number of schools on my list. The favourite organization adopted is that of a mixed school. This is in most cases established first. Then the number of infants goes on increasing till the necessity arises for forming them into a separate department. It would be very desirable if the managers of schools would recognize this necessity a little sooner. They are apt (in many places because funds are wanting) to leave the master to struggle on as he best can in the impossible task of giving a proper training to boys of thirteen and fourteen in the same room with infants of the tenderest age. After a delay, during which the efficiency of the instruction is much impaired, an effort is usually made, and the school extended by the separation of infants from juveniles. In one instance, and I think in one only, has there been a retrograde movement. The Boston Wesleyan school, hitherto in separate departments, and under separate certificated teachers, is to be conducted no longer upon the same footing, but under one responsible head only. The loss of a certificated teacher to the infants, who

have been well drilled or well taught up to this time, is likely to be serious.

The number of scholars in average attendance has been 20,245. There is accommodation, according to government requirements, for over 34,000. There is ample room, therefore, for a large increase in the attendance at these elementary schools. While there is this excess of school room over scholars, there can be no objection to the admission of children who do not strictly belong to the class who support themselves by manual labour. But if the child of the prosperous tradesman and thriving farmer is admitted, it ought to be on terms of equality only with the children of a humbler class. I make this remark because a complaint has been made to me in the course of the last year, that the children of a higher class were not so easy to manage or so obedient to orders as those of the labouring class properly so called. They presumed upon the higher social standing of their parents to treat the teacher with less respect, and occasionally to set his orders at defiance. This ought not to be for one moment tolerated.

Schools in North Derbyshire.

For the first time this year the schools of North Derbyshire, hitherto inspected by my colleagues, have come under my own eye. At Dinting Vale British school, attached to the works of Messrs. Potter, one-third of the scholars attend under the provisions of the Print-works Act. A hundred and fifty hours in six months does not allow of any rapid progress in instruction. But they attend oftener than this minimum would imply, and on the whole, comparing the work of scholars so attending with that of whole-timers, there is not so much difference as might be expected. Their writing was not so good ; and their arithmetic was less accurate ; their reading was not wanting in clearness of articulation, but careless, as though they overlooked the mechanical difficulties in their over-eagerness to grasp the sense. In spelling, they each made upon an average five mistakes where the whole-timers made three and a half. In general answering some of them did not fall perceptibly behind the more regular attendants. I have very limited opportunity for forming an opinion on the educational results of the half-time system, but I should infer from the examination at Dinting that those whose instruction alternated with mill-work, were not by any means so well grounded, or possessed so much fundamental knowledge, as those who came more often and more regularly. At Milford British school, where a portion of the scholars attend under the Factory Act, it is otherwise. There is far less difference between the schoolwork of half-timers and whole-timers. The knowledge of the former may be more limited in extent ; but in quality, it is, so far as it goes, sub-

Dinting British School.

Milford British School.

stantially as good. But the statutory attendance, it must be remembered, does not coincide, and the conditions under which the two schools exist are very different. The Milford school has been long under a teacher of great experience, and is in suitable and well arranged premises. The latter requisite is at present a desideratum at Dinting, where teacher and scholars are exposed to the utmost distraction from the noise of machinery immediately below the school. There is too at Milford what there may be at Dinting, although unperceived by me, a warm and lively interest on the part of parents and managers in the work of education. When the latter contribute liberally, and the former are fully alive to the advantages of knowledge, and prefer the useful to the showy, sound progress and lasting results may be safely anticipated.

I have the honor to be, &c.

C. H. ALDERSON.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, E. H. BRODIE, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* DURHAM, NORTHUMBERLAND, *and* YORK.

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MY LORDS, January 1862.

AT the outset of this report, the third now presented by me, it seems proper to notice the increasing number of schools in my district, which in the past year I have only been able to overtake by the strictest economy of time, and by grouping schools in the same neighbourhood together, without adhering to the fixed month at which each falls due for inspection, a course which only the largeness of my district and the expense both of time and money involved in frequent journeys appear to justify. In some cases my inspection has been hurried and cursory, neither fully satisfactory to myself nor to the school; but I have always sought to ascertain that the essential conditions required by your Lordships before paying the grants were fulfilled, omitting only minor details where time pressed. I subjoin some tables, exhibiting (1) the number of days spent in inspection and in other duties during the past year; (2) the rate of days at which different schools have been inspected; (3) the number of new schools in the district since the date of my appointment; (4) a comparison of the number of schools, departments, and children inspected by me in this and the preceding year.

Increase of schools in district.

TABLE I.—OCCUPATION OF TIME, 1860–61.

| | |
|---|---|
| Days spent in inspection, including three spent in inquiring as to schools | 177½ |
| „ pupil-teacher examination | 14½ |
| „ revision of pupil-teacher papers | 1 |
| „ „ certificate and Queen scholar papers | 21 |
| „ General Report | 14 |
| „ correspondence (the official year beginning and ending with a Saturday) | 53 |
| „ vacation | 30 |
| Sundays | 52 |
| Christmas-day and Good Friday | 2 |
| Total | 365 |

TABLE II.—RATE of DAYS allotted to different Schools, 1860–61.

| No. of Schools. | No. of Departments. | Days occupied in Inspection. |
|---|---|---|
| 15 | 35 | 30 |
| 10 | 19 | 15 |
| 108 | 137 | 108 |
| 43 | 44 | 21½ |
| 176 | 235 | 174½ |
| | Add spent in inquiry - | 3 |
| | Total - - | 177½ |

TABLE III.—INCREASE of SCHOOLS on INSPECTION LIST during the Years 1859, 1860, and 1861.

26 Annual grant cases.
8 Simple inspection cases.

34
Deduct - - 2 (viz., Alnwick, B.S., Helmsley, Wes., shut up.)

Net increase - 32 Schools.

TABLE IV.—NUMBER of SCHOOLS, CHILDREN, and DEPARTMENTS inspected—

In 1859–60.

| Schools. | Departments. | Children. |
|---|---|---|
| 165 | 211 | 24,120 |

In 1860–61.

| Schools. | Departments. | Children. |
|---|---|---|
| 176 | 235 | 26,974 |

## GENERAL STATE OF DISTRICT.

Improvement of schools.

The general state of this district is satisfactory, with room for still further improvement. Progress may be reported, manifesting itself in more ways than one. In a few cases, as at Garforth, in Yorkshire, and at Belford, in Northumberland,

new school-rooms have supplanted old ones; in many more instances buildings have been improved by the erection of class-rooms or other enlargements, and by the provision of both more light and better ventilation.

Committees and managers.

It is a delicate matter to allude to managers and committees, but I hope I do not trespass beyond the inspector's province in asserting the importance of a good mutual understanding between committees on the one hand and their teachers on the other. It is essential that there should be a good start on both sides, by a fair recognition of each other's position. Committees, without undue interference in the managment of their school, should contrive to show their interest in its well-being and success; the teacher, without undue subservience, should show that he recognizes his responsibility to the committee.

I need not add that a good secretary generally has a good school to show, and that his presence renders the visit of the inspector far more satisfactory to all parties, because whatever is done by the latter is done openly, and any unconscious mistake may be at once rectified. Amongst the schools which appear to me to owe not a little of their success to the excellence of their local management, as well as the efforts of their teachers, I may mention those at York, at Newcastle, at Darlington, at Berwick, the Wesleyan school at Rotherham, the half-time schools at Greenholme mills and Greetland, and above all the Chemical Company's school at Jarrow, where, thanks to a simple prize scheme originated by the excellent secretary, the attendance of the scholars was unsurpassed for its regularity.

Before quitting this topic, I ought to add that, generally, local committees show more interest in their schools than formerly, or show it less fitfully and less capriciously.

Greater appreciation of education.

Whether a stimulus has been given to education by the late Commission, and the publication of its valuable report, or, as is more likely, the happy influence of the schools themselves, dotted over the country, so many small centres of civilization, has propagated this feeling, certainly it appears to me that more or less through the district there is a keener desire for, and a clearer appreciation of education. Even in the rural parts of Northumberland, the most backward part of my district, the causes of which were stated in my last report, there is an innkeeper who pays for his son's board and lodging at a village 10 miles off, in order that, away from any evil influence emanating even from one of the best conducted inns, he may have the advantage of a good Presbyterian school under inspection. In the mining districts there are some

Instance.

Mining districts.

excellent schools, affording the happiest opportunities of instruction to the rising generation.

Manufacturing districts. Half-time schools.

In manufacturing parts of Yorkshire the half-time schools are doing good service, but, valuable as these establishments are for those whose early lot it is to work half the day in the mill, I do not at all agree that these schools, as has been confidently asserted and even paraded as an extraordinary scientific discovery, *absolutely* excel others where the scholars attend all day. The facts, and my district abundantly affords the means of comparison, are the other way entirely, and I even doubt whether, *relatively*, the half-time schools equal the schools where the children attend twice daily. On the other hand it is not inconsistent, nor am I ready to deny that, possibly, in winter the school hours are too long, and may, with no loss to the instruction, be either shortened or lightened by the introduction of other pursuits.

Schools in large towns.

In large towns it is certain that a per-centage of the scholars is derived from a class of parents who ought not, from their wealth, to take advantage of elementary schools; their excuse is that they are not wealthy enough to send their sons to the great public schools; while the so-called middle class schools are shams, hence, that unless they send them to the elementary schools, their sons will be obliged to go without education.

## Teaching, Instruction, &c.

I have never forborne to acknowledge the merits of teachers, nor spared to criticise their shortcomings; I am glad in this report to recognize a decided improvement and a general one in the methods of instruction. Though, perhaps, further experience accustoming me more and more to all the obstacles in the teacher's path, has mitigated my standard of criticism, I cannot doubt that there is a real improvement in the way in which subjects are taught, and one which must justly be traced to teachers themselves. Faults which I formerly noticed have wholly disappeared from some schools, and exist in others in a less degree.

Writing.

Writing, a study always as well attended to as any, now seems to me to have little to be desired in most schools; it is both begun somewhat earlier and more carefully overlooked than formerly; hence there is a more visible progress than formerly, and you would not recognize the neat pages at the end of the copy-book as written by the same hand which scrawled the earlier ones. The facility of writing at once clearly and rapidly seems to me still an attainment to be

One point wanting.

acquired. Accustomed to write a laborious copy after a model in a given time, a pupil often, ere he leaves school, has not acquired the quickness of penmanship which the necessities of business, the shop, and the counting-house require. As some help towards acquiring this facility, dictation on paper, formerly practised in very few of the schools under my inspection, has been much recommended by me, to be varied by the composition of some short abstract of a lesson, or an easy *précis* of some familiar subject to be accomplished and neatly written out in a given time.

Arithmetic.

In arithmetic, knowledge of the earlier rules, besides being carefully instilled, is now as carefully kept up afterwards, and the pupil, while pushed on to rule-of-three and fractions, is not allowed to forget numeration and notation. Formerly I constantly noted the reverse of this.

Reading.

Reading, too, has improved, but the improvement is less striking, and certainly less extensive. It is not difficult to detect the reason. The means of acquiring reading, like those for acquiring writing and arithmetic, are mechanical, but to a less extent; whilst reading demands other agencies also, and is opposed by obstacles to which the other studies are not obnoxious. Children, it seems to me, do not care to read well in the same way or the same degree as they care to write and cipher well. The reward is less patent, the result less obvious, the emulation weaker. They do not listen to each other's voices, as they glance at rival copies, scan each other's slates, or vie one with the other in answering questions in grammar or geography. Reading is performed in a heavier, more listless, more perfunctory manner. Add to what has been stated the dulness of the books, especially for the higher classes (those for infants and children in the first stage being comparatively suitable), abounding in dry scientific extracts, or lessons too short to afford interest, and soon tiresome from repetition. Besides, the language is often, if not ungrammatical, at least strangely hard, with its unfamiliar phrases and polysyllable epithets. And what poetry!—the dregs of America, not the gems of England. Lastly, the homes of the children undo the work of the school. I cannot put this more forcibly than a little Northumbrian girl did to her mistress, one of the most painstaking in my district. When the latter exhorted her to speak out and read more distinctly, and with a purer intonation, after the teacher's example, the child replied in her patois, "Mother don't want me to *nak* and talk fine as ye do." I do not profess to spell the strange word correctly, but its meaning is easy to interpret.

The remedy seems to me to consist in providing better books;

in causing the pupils to learn really good poetry by heart, so that the mind may unconsciously be stored with a vocabulary of choice words, and the taste silently developed; in the establishment, where there is the will to do it, and finances allow, of libraries; in exciting a generous emulation among the pupils, and similar methods. Whatever causes, however, impede the acquisition of reading, whatever means advance it, nothing more surely either advances or impedes it than the teacher's interest in his work, his own standard as to reading, the sensitiveness of his taste, his intonation, emphasis, expression (for in this subject more than any other ought he to be a living model); finally, that without which all other gifts are useless—a spirit willing to undergo the drudgery of daily labour with the determined intention of attaining his end.

Schools where reading is good.

At the Berwick British school, at Howden Wesleyan school, at the South Myton Wesleyan school, Hull, at the two schools in Newcastle, and next after these at the Holmfirth and York schools, the reading is good; and it is so mainly because the teachers, aware of its importance, and sensitive about it, have set up a high standard of excellence, and spare no pains to make their scholars read well.

Other subjects.

Into other subjects of study commented on in previous reports I need not enter here more than most briefly to say, that of the three branches, grammar, geography, and history, all more or less parts of the time-table, the first seems to me, if well taught, likely to be most useful, because it relates more to principles than facts, is advantageous to reading, and bears more closely on all the affairs of life; while geography and history cannot well, from want of time, and, in the case of history, of good manuals also, be so taught as to be remembered. But at least historical and geographical allusions in a reading lesson should be carefully explained; and perhaps, if at most but one of the three subjects can be taught, the special aptitude of the master, and local circumstances, should decide which ought to be preferred, as in a seaport geography, in a commercial town grammar, might be more useful, while the barbarism of the country would, perhaps, be best confronted by the broad and striking facts of history.

## Girls' Schools.

Number of separate girls' schools.

I need no excuse for treating these schools distinctly. Would there were more of these separate departments under their gentle and patient teachers. Out of 212 annual grant departments in my district 118 are mixed, 29 for boys solely, 40 for infants, and only the remaining 25 for girls alone.

Without mentioning other obvious advantages, the interests of needlework alone seem to demand this separate organization. In almost all these separate departments the needlework is good, in some excellent. The girls' schools at Darlington, the British school at Berwick-on-Tweed, the Union British school, North Shields, the Leeds Basinghall-street girls' school deserve especial praise.

Needlework in mixed schools often inferior.

Suspicion attaches generally to the needlework in mixed schools, the organization for which is not yet established in many on a proper footing, since too often an underpaid mistress is hired not to teach it. In other words, she has so much to do that she does next to nothing. The questions relating to needlework, inserted by your Lordships' directions in the Forms IX. and X., have, however, been productive of good, and specimens of needlework are now more often shown than formerly.

Household economy.

Why should not girls learn something of household economy, dispensing even with geography and history? If, when they left school, besides the average attainments in sewing, they also knew how to nurse and watch the sick, to roast and boil, to wash and get up linen, to sweep and clean a room, and many other duties, would they not be more useful members of society, and some of them, destined possibly to that rank of life, better servants?

Some of these matters might be taught practically; the theory of others might be imparted from such clear, cheap, and easy manuals as those of Miss Brewster (Mrs. Gordon), and Miss Nightingale. Pride, it seems, the fear of being tainted with vulgarity, and the folly of parents—so well alluded to by my colleague Mr. Alderson in his last year's report, when mentioning the closing of Miss Martineau's industrial school at Norwich—forbid this desirable interweaving of domestic subjects with other studies.

## Infants' Schools.

It remains to say a word of infant schools, of which there are 40 in my district, some excellent, all more or less ably and cleverly conducted.

Object lessons.

The object lessons in these schools do not always strike me as very happy. This is one of those things apt, if not very good, to be very bad. The vicious practice, rather than the excellent idea of Pestalozzi, the founder of the system, is not unfrequently pursued, and the children's tender brains are assaulted with hard and long words which cause them to stare and gasp. Yet a lesson on the camel, the elephant, the whale, bread, sugar, coal, iron, and the like need not be other than

picturesque and animated, while it instructively communicates new facts and multiplies the infant's ideas. Thus may his little mind be insensibly opened and attracted, his attention aroused and enchained, memory exercised, intellectual resources created and enriched. There is a great sheet representing the animal world; in the midst a huge whale reclines; an elephant, a giraffe on either side, and everything fierce or tame, from what is greatest to what is minutest, figures there. But, alas! on asking for it, it has had to be searched for, and has been not seldom found hanging in some dark corner of the room, or hidden behind some faded and worn-out maps. Yet the children welcome it with wonder-waiting eyes. It is to them a new world of undying interest.

Ball-frame. Blackboard.

Number is very fairly taught in these schools, and the older children usually appreciate as far as hundreds the correct value of figures. It would be taught with still more success if the ball-frame and blackboard were more commonly conjoined in mutual illustration. If the numbers which are typified by the figure, and the figure which represents the numbers, were shown in juxtaposition, and the actual facts of addition and subtraction visibly discovered, traced, and brought out by a mutual reference from the balls to the board, and *vice versâ*, the process would be surer, clearer, and quicker than it now is; for certainly in some cases the children appear to grope their way painfully. These are, however, but slight drawbacks, and I cannot refrain from confessing my sincere admiration for these excellent schools and their worthy superintendents.

I have the honor to be, &c.

E. H. Brodie.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., B.A., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the Counties of* CHESTER, CUMBERLAND, DERBY, FLINT, LANCASTER, SALOP, *and* STAFFORD.

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MY LORDS, Liverpool, January 1862.

DURING the twelve months ending upon the 31st of August 1861, it has been a satisfaction to me to be able to visit a larger number of schools and more numerously attended than in any former year. There were referred to me for inspection in,—

| | Day Schools. | Night Schools. |
|---|---|---|
| 1860. | | |
| November | 11 | 4 |
| December | 5 | 4 |
| 1861. | | |
| January | 12 | 1 |
| February | 5 | 1 |
| March | 14 | 6 |
| April | 12 | 5 |
| May | 18 | — |
| June | 18 | 7 |
| July | 20 | — |
| August | 4 | — |
| Totals | 119 | 28 |

In two cases visits were found unnecessary. I have inspected and separately reported upon all the rest. Employment of various kinds connected with official duty has, together with vacation, occupied 237 days, leaving no more than 128 days in the year for actual inspection of schools. In that time I have inspected 278 departments of 121 distinct institutions, with an ascertained attendance of 31,436 children. Deducting the Nottingham Catholic schools, specially referred to me in the autumn of 1860, I have now to report on 119 institutions, with 269 departments and 30,850 scholars, as the work afforded by my own district.

Two certified industrial schools in Liverpool, which remained under my inspection until April 1861, were then transferred to the inspector of reformatories; and I am gratified

to know that in both cases the change has been followed by a removal of the institutions into more commodious premises. Further reference to them is unnecessary.

The subjoined table shows the distribution of my work among the several counties of the district, both in day schools and night schools; and with the results of inspection in 1860–1, I have compared the number of Roman Catholic schools and scholars returned to the late Royal Commission as existing in 1859.

| | Inspected in 1860–1. | | Reported to Commission in 1859. | |
|---|---|---|---|---|
| | Departments. | Children. | Departments. | Children. |
| In Cheshire - - Day schools | 13 | 1,866 | 13 | 1,427 |
| " - - Night " | 9 | 1,208 | 6 | 1,572 |
| In Cumberland - - Day " | 4 | 469 | 5 | 620 |
| " - - Night " | — | — | 1 | 48 |
| In Derbyshire - - Day " | 4 | 371 | — | — |
| " - - Night " | — | — | — | — |
| In Lancashire - - Day " | 167 | 19,772 | 200 | 27,585 |
| " - - Night " | 39 | 4,114 | 48 | 4,787 |
| In Salop - - - Day " | 1 | 155 | 3 | 134 |
| " - - - Night " | — | — | — | — |
| In Stafford - - Day " | 25 | 2,435 | 42 | 4,237 |
| " - - Night " | — | — | 5 | 143 |
| In Westmoreland - Day " | — | — | 1 | 58 |
| " - Night " | — | — | 1 | 22 |
| In Wales, North - Day " | 7 | 460 | 7 | 502 |
| " - Night " | — | — | 1 | 48 |

Thus it will be seen that inspection has not only penetrated into all parts of the district where schools exist, but actually reached nearly the whole of the schools.

I have inspected 15 new cases of schools seeking annual grants. Six of them are held in new buildings; viz., at Warrington (girls and infants), Preston St. Joseph's, Newsham, Smethwick, Hanley, and Wolverhampton, Snow hill. In six cases schools conducted in buildings not new have for the first time asked public assistance; viz., at Blackburn, St. Alban's (girls and infants), Bacup, Park Lane (Wigan), Stalybridge, Flint, and Stafford. Three schools formerly in receipt of grants have again asked for them; viz., at Brownedge, Thurnham, and Wigton.

The schools at Preston St. Austin (girls and infants), Garstang, Lea, and Walsall, have been transferred to new buildings.

Building grants were contributed by Government towards the erection of Warrington, Garstang, Smethwick, and Lea schools; and in all four cases I am happy to report well of the premises. The plan of Warrington is particularly good, and the fittings suitable and complete.

Preston St. Joseph is also a well planned school, and the buildings at Hanley and Wolverhampton, Snow hill, are handsome and commodious. Newsham is a neat structure, but inefficiently ventilated. The girls' school at Preston St. Austin is very spacious and well furnished, but the infants' room is low and close.

The buildings at Blackburn St. Alban's, Bacup, Park Lane (Wigan), Flint, Stafford, Brownedge, and Thurnham are all more or less temporary; and it is desirable that they should be replaced by structures more in keeping with the position which popular education has now almost everywhere assumed. At Stalybridge the drainage is defective.

I have found in charge of inspected schools 45 certificated masters and 140 certificated mistresses. Many of the masters are still such as have been trained under the Irish National Board in Dublin. They number 27, while of students from Hammersmith there are but 10. Of the remainder, two were educated in ecclesiastical seminaries, one by the Christian Brothers, two were pupil-teachers, but did not proceed to a training school, and three do not claim to have been trained. Of female teachers the English training colleges have produced a more abundant supply. Teaching in this district there are 57 students from the Liverpool college, and seven from St. Leonard's. Seven others have received only the training of apprenticeship, nine come from Dublin, and nearly all the rest belong to religious communities.

The pupil-teachers have as far as possible been examined collectively, as will be seen below:—

APPRENTICES and CANDIDATES examined, 1860–61.

| Time. | Place. | Number examined. | | |
|---|---|---|---|---|
| | | Boys. | Girls. | Total. |
| 1860. | | | | |
| 27 October - | Wigan, St. John's - - - | 10 | 20 | 30 |
| 29 „ - | Nottingham, St. Mary's - - | 4 | 9 | 13 |
| 9 November - | Manchester, St. Chad's - - | 16 | 16 | 32 |
| 23 „ - | Manchester, St. Patrick's - - | 4 | 26 | 30 |
| 18–20 December - | Liverpool College - - - | — | 74 | 74 |
| | Carried forward - - | 34 | 145 | 179 |

Apprentices and Candidates examined—*continued.*

| Time. | Place. | Number examined. | | |
|---|---|---|---|---|
| | | Boys. | Girls. | Total. |
| 1861. | Brought forward - - | 34 | 145 | 179 |
| 15 February - | Liverpool, St. Francis Xavier's - | 30 | 42 | 72 |
| 16 „ - | Liverpool Practising School - | — | 67 | 67 |
| 1 April - | Blackburn, St. Anne's - - | 5 | 21 | 26 |
| 8 „ - | Burnley - - - - | 1 | 8 | 9 |
| 19 „ - | Preston, St. Wilfrid's - - | 16 | 41 | 57 |
| 17 May - | St. Helen's, Lowe House - - | 10 | 33 | 43 |
| 3 June - | Chorley - - - - | 3 | 8 | 11 |
| 7 „ - | Birkenhead - - - | 9 | 9 | 18 |
| 14 „ - | Stockport - - - - | 9 | 12 | 21 |
| 18 July - | Holywell - - - - | — | 7 | 7 |
| 24 „ - | Chesterfield - - - | 2 | 2 | 4 |
| 10 August - | Wolverhampton - - - | 3 | 26 | 29 |
| 19 „ - | Longton - - - - | 4 | 8 | 12 |
| | | 126 | 429 | 555 |
| Examined in their own schools at:— | | | | |
| Oldham, Southport, Lancaster, Garstang, Bacup, Hurst Green, Derby, Douglas, Stafford, Smethwick, Alton, Carlisle, Wigton - - - - - | | 13 | 33 | 46 |
| | Total - - - - - | 139 | 462 | 601 |

In number the pupil-teachers have remained stationary; but during the whole year candidates for apprenticeship have been presented as freely as in any former period.

Number and Standing of Pupil-teachers upon 1 September 1861.

| —— | Males. | | Females. | | Total. |
|---|---|---|---|---|---|
| | Remain. | Quit Service. | Remain. | Quit Service. | |
| Have completed:— | | | | | |
| Fifth Year - - - | 6 | 14 | 4 | 42 | 66 |
| Fourth „ - - - | 10 | 1 | 36 | 2 | 49 |
| Third „ - - - | 13 | 5 | 56 | 2 | 76 |
| Second „ - - - | 18 | 1 | 45 | 1 | 65 |
| First „ - - - | 19 | 1 | 67 | 1 | 88 |
| Newly admitted - - | 19 | 1 | 70 | 1 | 91 |
| | 85 | 23 | 278 | 49 | 435 |
| Assistants - - - | 7 | 1 | 15 | 1 | 24 |
| Total - - | 92 | 24 | 293 | 50 | 459 |

The same re-distributed to show PERIOD of SERVICE.

From 435 pupil-teachers, deduct 72 who have left, and there remain 363 till in service. Of these—

| | Males. | Females. | Total. |
|---|---|---|---|
| End their Apprenticeship on 31 December 1861 | 16 | 36 | 52 |
| ,, ,, 1862 | 12 | 55 | 67 |
| ,, ,, 1863 | 16 | 43 | 59 |
| ,, ,, 1864 | 18 | 70 | 88 |
| ,, ,, 1865 | 21 | 61 | 82 |
| ,, ,, 1866 | 2 | 13 | 15 |
| Total - - | 85 | 278 | 363 |

The capitation grant has been earned by 2,974 boys and 7,112 girls and infants. The amount paid exceeds 2,120*l.* I append some particulars which it seems desirable that the public should possess.

CAPITATION GRANTS paid in 1860–61 to Roman Catholic Schools.

CHESHIRE.

| | £ | s. | d. | | £ | s. | d. |
|---|---|---|---|---|---|---|---|
| Birkenhead, St. Patrick's - - | 10 | 5 | 0 | Liscard - - - - | 4 | 10 | 0 |
| ,, St. Werburg's - | 21 | 5 | 0 | Macclesfield, Day and Night - | 20 | 14 | 0 |
| Chester, Boys' - - - | 4 | 16 | 0 | Stalybridge - - - - | 5 | 4 | 2 |
| Hyde, Day and Night - - | 46 | 16 | 0 | Stockport, Day and Night - - | 138 | 8 | 0 |

CUMBERLAND.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Carlisle - - - - | 27 | 15 | 0 | Workington - - - - | 10 | 10 | 0 |

DERBYSHIRE.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Chesterfield - - - - | 15 | 0 | 0 | Hassop - - - - | 5 | 1 | 0 |
| Derby, Boys' - - - - | 17 | 5 | 0 | Spinkhill - - - - | 10 | 6 | 0 |

FLINTSHIRE.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Flint - - - - - | 0 | 6 | 3 | St. Asaph - - - - | 7 | 11 | 0 |
| Holywell - - - - | 12 | 10 | 0 | Talacre - - - - | 13 | 4 | 0 |
| Rhyl - - - - - | 5 | 0 | 0 | | | | |

LANCASHIRE.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Accrington, Day and Night - | 24 | 11 | 0 | Hurst Green - - - | 12 | 10 | 0 |
| Alston Lane - - - - | 5 | 10 | 0 | Lea - - - - - | 7 | 10 | 0 |
| Appleton - - - - | 7 | 5 | 0 | Lancaster - - - - | 25 | 1 | 3 |
| Ashton-in-Makerfield - - | 11 | 5 | 0 | Litherland - - - - | 11 | 18 | 0 |
| Ashton-under-Lyne, Day and Night - - - - | 51 | 15 | 0 | Liverpool, Holy Cross, Day and Night - - - - | 61 | 17 | 0 |
| Barton-on-Irwell - - - | 3 | 0 | 0 | Liverpool, St. Anne's - - | 9 | 0 | 0 |
| Blackburn, St. Anne's, Day and Night - - - - | 65 | 4 | 0 | ,, St. Anthony's - - | 22 | 14 | 0 |
| Blackburn, Mr. Sparrow's - | 20 | 0 | 0 | ,, St. Augustine's - - | 18 | 10 | 0 |
| Bolton, St. Peter and Paul's - | 39 | 0 | 0 | ,, St. Francis Xavier's - | 44 | 15 | 0 |
| Burnley, St. Mary's, Day and Night - - - - | 32 | 6 | 0 | ,, St. Helen's - - | 25 | 2 | 0 |
| Burnley, St. Aloysius', Day and Night - - - - | 19 | 10 | 0 | ,, St. Mary's - - | 38 | 19 | 0 |
| Chorley - - - - | 32 | 3 | 0 | ,, St. Nicholas's, Girls' - | 40 | 0 | 0 |
| Euxton - - - - | 11 | 15 | 0 | ,, St. Oswald's - - | 27 | 10 | 0 |
| Fernyhalgh - - - - | 5 | 0 | 0 | ,, St. Peter's, Girls - | 20 | 15 | 0 |
| Fleetwood - - - - | 20 | 0 | 0 | Liverpool, SS. Thomas and William's - - | 40 | 15 | 0 |
| Gillmoss - - - - | 8 | 15 | 0 | ,, St. Thomas', Mount Vernon, Girls' - - | 19 | 5 | 0 |
| Great Harwood, Day and Night - | 26 | 0 | 0 | Lytham - - - - | 9 | 0 | 0 |
| | | | | Manchester, St. Alphonsus' - | 12 | 10 | 0 |

| | £ | s. | d. |
|---|---|---|---|
| Manchester, St. Chad's, Day and Night | 48 | 12 | 0 |
| " St. Mary's | 34 | 3 | 0 |
| " St. Patrick's, Girls' | 29 | 10 | 0 |
| " St. Wilfrid's, Day and Night | 49 | 15 | 0 |
| Patricroft | 6 | 0 | 0 |
| Prescot | 18 | 0 | 0 |
| Preston, St. Austin's, Girls' | 24 | 5 | 0 |
| " St. Ignatius', Day & Night | 29 | 5 | 0 |
| " St. Wilfrid's, Day and Night | 39 | 0 | 0 |
| " Talbot, Day and Night | 61 | 16 | 0 |
| " Walker Street, Day and Night | 25 | 0 | 0 |
| Rainhill | 7 | 14 | 0 |
| Salford, Day and Night | 25 | 1 | 0 |
| St. Helen's, Green Bank | 19 | 12 | 0 |
| " Lowe House | 43 | 0 | 0 |
| " St. Joseph's | 24 | 16 | 0 |
| Southport | 5 | 15 | 0 |
| South Hill | 10 | 6 | 0 |
| Sutton, St. Joseph's | 15 | 0 | 0 |
| Thurnham | 10 | 9 | 0 |
| Towneley | 13 | 4 | 0 |
| Warrington | 22 | 5 | 0 |
| Wigan, St. John's, Day and Night | 38 | 5 | 0 |
| " St. Mary's, " | 38 | 5 | 0 |
| " St. Patrick's | 39 | 0 | 0 |

SALOP.

| | | | |
|---|---|---|---|
| Wellington | £15 | 16 | s. |

STAFFORDSHIRE.

| | £ | s. | d. |
|---|---|---|---|
| Alton, Day and Night | 19 | 0 | 0 |
| Bilston | 10 | 10 | 0 |
| Brewood | 4 | 0 | 0 |
| Cobridge | 10 | 5 | 0 |
| Creswell | 2 | 10 | 0 |
| Great Haywood | 3 | 5 | 0 |
| Hanley | 3 | 7 | 0 |
| Longton | 19 | 9 | 0 |
| Smethwick | 1 | 17 | 6 |
| Stafford | 15 | 8 | 0 |
| Walsall | 19 | 15 | 0 |
| Wolverhampton, St. Mary's | 9 | 10 | 0 |
| " St. Patrick's | 22 | 1 | 0 |
| " Snow Hill | 6 | 5 | 0 |

The assistance gained by night schools under existing Minutes has in some cases been very considerable, and I see no reason why institutions of this class should not everywhere obtain as much aid as the public funds can fairly be expected to contribute towards them. A trained teacher should be placed in charge, or, where that is impossible, at least an assistant who has completed apprenticeship in a good school. Such persons may render useful service as second masters in day schools.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, J. R. MORELL, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in* GREAT BRITAIN.

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MY LORDS,

I HAVE the honor to present my general report for the year ending on the 31st of August 1861.

In consequence of the resignation of one of my colleagues, I was removed from the northern to the southern Roman Catholic district in the course of the inspecting year 1860–61. The following statements and observations relate, therefore, partly to schools situated in the northern district, but principally to those included in my present district.

I shall commence with a summary of the employment of my time throughout the year.

The number of separate departments inspected by me was 170, and the children present at inspection amounted to 15,800 (down till the 31st of August, 13,742). 118 days were employed in inspecting elementary, and $5\frac{1}{2}$ in inspecting normal schools. Fifty-seven days were devoted to correspondence, reporting, or other employments; $6\frac{1}{2}$ were consumed in holding examinations for certificates, and $5\frac{1}{2}$ in collective examinations of pupil-teachers; 18 days were employed in the revision of papers of candidates for certificates; and 13 in revising pupil-teachers' papers; 20 entire days were taken up with travelling; 12 with writing my general report; and 49 with vacation, besides $3\frac{1}{2}$ days occupied in arranging my removal to my district.

I cannot avoid noticing in this place the difficulties attending punctual inspection, especially in certain districts, in consequence of local causes, particularly the conflicts of poverty and industry with the school.

In certain country districts I have known the spring months objected to, because the lambing season empties the school; a little later the hay harvest dissipates the children; then come the holidays and the corn harvest, after which two months are required for the children to recover from their disastrous effects. In many towns (*e.g.*, Glasgow, Leeds, Pontefract, &c.), there are great annual fairs or feasts, which obtain an easy and a complete victory over the school, and distract the juvenile mind for many weeks, whilst throughout my present district the hopping season is viewed by managers and teachers as their great enemy.

I shall proceed to analyse the condition of the schools inspected, beginning with my old district, and passing to the new one.

The schools inspected by me in the autumn of 1860 were situated chiefly in Yorkshire, Durham, and Northumberland.

Adopting the four categories of excellent, good, fair, and moderate, they might be classed as follows :—

| —— | Yorkshire. | Durham. | Northumberland. |
|---|---|---|---|
| Excellent | Barnsley, mixed.<br>St. Joseph's, Hull, girls. | Hartlepool, St. Hilda's. | St. Mary's, Newcastle, boys. |
| Good | Canning Street, Hull, boys.<br>St. Patrick's, Leeds, girls and infants. | Sunderland, boys.<br>Durham, boys. | —— |
| Fair | St. Mary's, Hull, mixed.<br>Richmond, boys.<br>St. Patrick's, Bradford, girls. | Darlington, mixed. | North Shields, boys and girls. |
| Moderate | St. Patrick's, Bradford, boys. | Durham, girls.<br>Sunderland, girls. | Alnwick, mixed.<br>Berwick, mixed. |

It may be generally remarked, in connexion with these northern schools, that with a few exceptions, resulting chiefly from local difficulties, they have progressed, however slowly, during the last three or four years. Several, indeed, have come into existence during that interval, and others have been enlarged and improved, either by bisecting mixed schools into two departments by opening new and commodious buildings, or by the appointment of improved certificated teachers.

These remarks apply especially to Canning Street, Hull, to St. Mary's, Leeds, to North Shields, to Wakefield, and Bradford St. Patrick's. In certain places, such as Bradford, much has been done, but there still remains considerable room for improvement, in consequence of the want of resources, and the general poverty of the population.

On a general survey I should not hesitate to say that there has been slow but steady progress in education in my late district, down to the time when I left it.

In passing to my new district I find it expedient to use considerable caution in pronouncing decided judgment on its condition. Many things require consideration in forming a

just estimate of the wants and situation of the population, and it is only after some experience and much inquiry that a correct view of its scholastic advantages or deficiencies can be obtained.

There are, however, certain symptoms of prosperity or languor that cannot escape even an incipient survey, and which must be held to stamp a school as good or bad, independently of local circumstances.

Nothing is more evident in my new district than the superiority of the girls' and mixed schools over the boys' schools, *in most cases*, for there are notable exceptions. Nor is this all; for the paucity of the boys' schools is a striking feature of my new district, and presents a problem somewhat difficult of solution.

Taking a general survey of the schools in the southern district, and testing them by the evidence of discipline and solid instruction in elementary matters, I arrive at the following results.

## Discipline.

Several of our girls', infants', and mixed schools are equal, and one or two are superior in discipline, to anything that I know. I might instance Blandford Square, the Oratory, Brompton, and St. Nicholas, Bristol, in this respect. Clapham St. Mary's, and Newport boys' schools, are equally happy in this particular.

*Instruction.*—In the matter of instruction, beginning (1.) with reading, I have found it remarkably good in several schools, but indifferent in most. At St. Nicholas, Bristol, (in both departments), at Plymouth, Cardiff, Clapham, St. George's, Southwark, and in several other cases, it was extremely good.

Among the boys' schools, Clapham and Newport have shone the most in this branch.

2. As regards writing, it is also frequently very good, but generally rather inferior, and I have strongly urged that more time be given to dictation.

3. Arithmetic is very various. In the girls' schools it is not unfrequently inferior to what might be expected, and in some cases it is sacrificed to a showy display in grammar, geography, or history. The female pupil-teachers have been frequently weak in this branch. Nevertheless some of the girls' schools that I have visited, including Charles Street, Drury Lane, are superior in arithmetic to any thing I have seen before.

4. No subject has received more careful cultivation than grammar, with undoubtedly very remarkable and valuable results. At the same time, as the junior classes are quite unable to enter into so abstruse a subject, there is a risk of too much time and attention being given to the senior class to the injury of the others, if an excessive stress be laid on this subject. And in the first class there is some danger of arithmetic, geography, and other useful matters being overlooked or neglected in such cases.

5. In some schools needlework and domestic economy are taught with care and success; but this is not universally the case, and I have done what I could to push these useful branches of primary instruction.

With regard to the teachers themselves, nothing can be more evident than the *general* superiority of trained teachers over others, and many of our secular female teachers are proving themselves as competent in all respects as the members of religious orders, to whom, however, they are indebted for their valuable training.

### Suggestions.

In offering any suggestions for improving certain points connected with schools in my present district, I shall avoid the expression of strong criticism till I am better acquainted with the cases with which I have to deal.

Grouping my observations under the heads of reading, writing, arithmetic, and needlework, I proceed to remark:—

1. That the reading would often improve if teachers and pupil-teachers took more pains to explain the meaning of the lesson, and of the more difficult words.

2. The spelling of the children would be less generally defective if twice the usual time were in most cases devoted to dictation, the only radical cure for this defect.

3. It is obvious, from the success of some of our girls' schools in arithmetic (mental and slate), that if the teachers generally bestowed more care on this branch, the girls' schools would be better grounded and more advanced in this subject.

4. In regard to needlework, I am happy to find that in most cases the showy is giving way to the useful; but I still meet with many schools in which too little stress is laid on this matter by the teacher.

Some schools in my district, especially two or three excellent schools in Southwark, have brought forward domestic economy as a prominent subject of instruction for first and second classes with favourable results. The children have been taught

to prepare a plain dinner without wasting half the material, and to regard a fashionable style of dress as inappropriate for cooks and housemaids. I have strongly advocated the extension of this branch of instruction, as it appears equally important for our poor to know how to avoid fevers, and to prevent or mend the rags of fathers, husbands, and sons, as to obtain the deepest insight into logical analysis and dynastic affinities.

I cannot avoid alluding once again to the weakness of our female pupil-teachers in arithmetic. In collective examinations I commonly find much time and attention devoted to beautiful, decorative, Gothic, and other writing in many coloured ink, and to maps, that might appear to advantage as choice specimens of coloured engravings; while proportion, interest, and book-keeping are treated as subordinate matters, and receive secondary attention. Accordingly, in more than half the cases the working and the answers are wrong.

If it be found that there is not time to bring the apprentices well forward in figures, while they attain to such perfection in decorative art, I should suggest that it would be expedient in future to aspire to less showy but more solid results.

Lastly, in several schools geography has been dropped entirely as a subject of instruction, even almost in the case of pupil-teachers; while grammar is pushed nearly to fabulous lengths. This is a mistake, especially as candidates for Queen's scholarships are expected to write a fair geography paper. The intelligence must also be crippled if, while mastering the mysteries of syntax, a pupil is left in almost total ignorance of the first elementary principles and notions of topography.

I have the honor to be, &c.

J. R. Morell.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## General Report, *for the Year* 1861, *by Her Majesty's Inspector,* Henry J. Lynch, Esq., *on the* Roman Catholic Schools *inspected by him in* Scotland, *and in the Counties of* Durham, Northumberland, Warwick, *and* York.

My Lords, Edinburgh, January 1862.

In presenting my general report upon the schools in my district since my appointment in December 1860, I shall not venture upon much more than a record of the statistical facts which the particular reports upon each school have already placed in your Lordships' hands. I confine myself within narrow limits, as I naturally feel that views formed upon observations made during a first year's experience must necessarily be crude, and suggestions founded upon them of little value.

My duties within the above period, besides the inspection of 154 departments under separate teachers, forming 75 distinct institutions, and attended at the time of my visits by 15,943 children, included the examination of 287 pupil-teachers and candidates for apprenticeship, and the superintendence of the annual examination at the Roman Catholic Training College at St. Leonard's-on-Sea. I also visited the Roman Catholic Training College at Liverpool in company with Mr. Stokes during his inspection of that institution last July.

As my district comprises the whole of Scotland, Northumberland, Durham, Yorkshire, and several schools in the county of Warwick, and as I was also obliged to visit St. Leonard's-on-Sea and Liverpool, travelling necessarily occupied no inconsiderable portion of my time, and the distance gone over was not less than 4,294 miles.

Number and condition of schools.

Of the schools which have come under my inspection, 33 were boys' schools, 34 girls' schools, 13 mixed schools under a master, 22 mixed schools under a mistress, 25 were infant schools, 14 night schools for boys, and 17 night schools for females.

Sixty-one of these departments were in Scotland, and upon the days of my visits were attended by 8,168 children; 17 in Northumberland, attended by 1,822 children; 12 in Durham, attended by 1,380 children; 47 in Yorkshire, attended by 4,768 children; and 20 in the county of Warwick, attended by 1,805 children.

The largest number attending the schools of any one institution was at St. Vincent's, Sheffield, where I inspected 788 children. The schools of St. Andrew's and St. Mary's, Newcastle-upon-Tyne, of St. Andrew's, Glasgow, and St. Mary's, Sheffield, were the nearest approach to St. Vincent's in point of numbers.

Of 27 schools I have been able in my reports to your Lordships to speak in terms of unqualified praise; 101 schools were making fair progress, and the condition of 16 schools was decidedly inferior. Amongst the first class were St. Andrew's boys' school, Edinburgh; St. Mary's infant school, Edinburgh; St. Francis' school, Falkirk; St. Mary's, Stirling; both the girls' and infants' departments of St. John's, Perth; St. Mary's schools, Dundee; the boys' departments of St. John's, St. Mary's, and St. Andrew's, Glasgow; all the departments of St Mary's, Newcastle-upon-Tyne; the boys' department of St. Andrew's, Newcastle; and the schools of Hartlepool and Houghton-le-Spring. With these I may rank the boys' department of St. Chad's, Birmingham; the girls' and infants' departments of St. Mary's, Handsworth; all the departments of St. Mary's, Sheffield; the boys' and infants' departments of St. Vincent's, Sheffield; the boys' department at Barnsley; the school at Broughton; the boys' department of St. Mary's, York; and the schools in Prynne Street, Hull. I do not place these in any way in order of merit, but very much as I reached them on my tour of inspection.

Many of the schools which I do not single out for special commendation were making very respectable progress; and even amongst those which I would place in the lowest class, I observed a general willingness to adopt any suggestions for their improvement, and every anxiety to remove those obstacles which seemed to retard it. If there be any exceptions to this remark, they are furnished by the girls' schools in Glasgow, where I regret that, notwithstanding the observations which two of my predecessors in charge of this district found it necessary to make in their published reports, the hours of attendance continue unreasonably short, to the manifest prejudice both of the children and the pupil-teachers engaged in the schools.

In Glasgow especially, where children are taken from school to the factories when mere infants, care should be taken to afford them, while they can remain at school, at least average advantages; and in the case of pupil-teachers it becomes a question of positive justice that they should not be deprived of those opportunities of learning their profession which are contemplated in your Lordships' regulations, and this cannot

be if school hours are curtailed within a limit which I have seen nowhere else within my district, and which, as far as I can learn, does not exist in the districts of any of my colleagues.

Night schools.

The number and condition of the night schools are a very encouraging feature in the progress of education in my district. In the great centres of manufacturing industry, such as Glasgow, Dundee, Newcastle-upon-Tyne, Sheffield, and Birmingham, it would be impossible to exaggerate the beneficial effects of their working. This is especially so in the female night schools, in which the attendance is much larger than in the boys' schools. With one or two exceptions, the female night schools which I have inspected enjoy the advantage of being under the superintendence of ladies who have devoted themselves to a religious life, whose influence is visible in the manners and general demeanour of the girls attending the schools. There is amongst them an air of modesty not always observable in those exposed to the deteriorating influences of factory life; and I have the testimony of those who have opportunities of knowing it, that the moral effects of these schools are visible to all in the generally pure and virtuous life of those who frequent them.

Of the 31 night schools visited by me, 17 were girls' schools and 14 boys' schools. The attendance at the boys' schools at the time of my visits was 679, and at the girls' schools 1,368.

The night schools for females are situated at St. John's, St. Andrew's, St. Mary's, St. Joseph's, St. Mungo's, and St. Patrick's, Glasgow; at Airdrie; Barrhead; Nitshill; St. John's, Perth; St. Mary's, Dundee; St. Andrew's, Newcastle-upon-Tyne; St. Chad's, Birmingham; St. Vincent's, Sheffield; St. Anne's, Leeds; St. Mary's and St. Patrick's, Bradford. All these, with the exception of St. John's, Perth; St. Patrick's, St. John's, and St. Mungo's, Glasgow; and St. Anne's, Leeds, have boys' night schools attached to them; and, in addition to these, I visited very successful boys' night schools connected with St. Mary's, Newcastle-upon-Tyne, and St. Mary's, Leeds.

Although the attendance at the evening classes is chiefly composed of persons working in the factories, who have never had any instruction except that received at the night schools, there were a considerable number amongst them, who, before they worked in the factories, had been scholars in the day schools, and who now eagerly avail themselves of the opportunities afforded of keeping up and improving the knowledge there acquired.

Teachers.

The number of certificated teachers in this district continues steadily to increase. There are now 37 certificated masters

and 60 certificated mistresses engaged in the schools under my inspection, and I have reason to anticipate a considerable addition to their number during the present year. Of those now in charge of the schools, I can report, generally, in most favourable terms. Whilst there are many amongst them who display very superior ability and natural aptitude for teaching, improved by careful training, and whilst others, possessed of more moderate qualifications, are discharging their duty faithfully, I am happy to say that there were not more than three instances where there was evidence of want of zeal and energy, and not more than one teacher whose personal conduct rendered him an unsuitable guide for youth. In these cases immediate steps were taken by the managers to procure fitting substitutes.

The fault amongst teachers, to which so much attention has been drawn, of devoting themselves to the senior class and leaving the younger ones, in a great measure, to the care of inexperienced pupil-teachers, has in many instances attracted my notice, and where I found the most marked evidence of it was in the case of probably the most accomplished and otherwise one of the most efficient teachers with whom I have come in contact.

Assistant teachers.

There are nine assistant teachers engaged in the schools of this district, and of these one is a probationer of one year's training at Hammersmith, now employed in the large and flourishing boys' school, St. Charles', Hull.

Pupil-teachers.

The following Table will show the number of pupil-teachers and candidates for apprenticeship examined by me during the year, and the times and places at which the examinations were held :—

Apprentices and Candidates examined, 1861.

| Time. | | Place. | Number. |
|---|---|---|---|
| 1861. | | | |
| February | 23 | Edinburgh, St. Mary's | 24 |
| „ | 18 | Stirling | 6 |
| „ | 19 | Galashiels | 1 |
| „ | 21 | Falkirk | 5 |
| March | 23 | Glasgow, St. John's | 42 |
| April | 16 | Perth, St. John's | 6 |
| „ | 18 | Dundee, St. Mary's | 4 |
| „ | 20 | Aberdeen, St. Peter's | 2 |
| May | 8 | Dumfries, St. Andrew's | 5 |
| „ | 22 | Hartlepool | 5 |
| June | 1 | Newcastle-upon-Tyne, St. Andrew's | 56 |
| „ | 19 | Berwick-on-Tweed | 2 |
| „ | 21 | Darlington | 5 |

| Time. | Place. | Number. |
|---|---|---|
| 1861. | | |
| July 13 | Birmingham, St. Chad's | 32 |
| August 3 | Sheffield, St. Mary's | 32 |
| „ 24 | Bradford, St. Patrick's | 28 |
| September 3 | Skipton | 1 |
| „ 9 | Clifford | 1 |
| „ 13 | York | 12 |
| „ 14 | Hull, St. Charles' | 18 |
| | Total | 287 |

The distance of several of the above schools from convenient centres for collective examinations obliged me to examine the pupil-teachers and candidates at their own schools.

From not having seen the written exercises of the pupil-teachers in the previous year, I have not had an opportunity of forming an opinion of their progress as shown by those written for me, still I am able to say that I have had sufficient evidence, both by their examinations and their conduct in the schools, that they are generally preparing for their future profession with very creditable zeal. In one instance alone has an apprentice been removed for misconduct; in one other case for serious defects of temper; and it has only once been found necessary to withhold a pupil-teacher's stipend in consequence of inattention to duties, and an unsatisfactory examination.

Books. In by far the largest number of the schools I have found in use the books published by the National Board of Education in Ireland; in a few schools the Christian Brothers' series is used; but in the schools where recent supplies of books have been obtained there seemed to be a general disposition to substitute for these the "Catholic Series," published by Messrs. Burns and Lambert. The cheap educational books published by the Catholic Bookselling Company are also to be found in some schools.

Buildings. The condition of the school buildings throughout my district is, with few exceptions, very satisfactory. Excellent new buildings have been erected at St. John's, Perth, and St. John's, Birmingham, aided by your Lordships' grants; and very suitable schools have been built at Chapeltown, Glenlivat, exclusively from other resources.

New schools. While the future conditions of your Lordships' grants in aid of local exertions are matters of doubt and discussion, as they have been during the past year, many managers hesitate

in placing their schools under inspection; I have, nevertheless, visited during the year 10 departments not hitherto receiving assistance from those grants.

I have the honor to be, &c.

HENRY J. LYNCH.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, E. WOODFORD, Esq., LL.D., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and on other* SCHOOLS, *inspected in the* MIDLAND DIVISION *of* SCOTLAND, *and in the* WESTERN ISLES.

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MY LORDS,

Edinburgh, 21 January 1861.

Work done.

DURING the year which ended on the 31st of August, I inspected 150 schools, embracing 229 departments under separate teachers, and my journeys in the discharge of duty amounted to 4,262 miles. The children present on the day of visit were 16,952. There were 196 pupil-teachers and 95 candidates, whose appearance in conducting a class, and in other exercises, written and oral, was reported individually.

The written examination of 280 of these was held at one or other of nine central points, and occupied as many days. The remaining 11 were examined on the morning or evening of the day of visit to their schools, except one or two, who had to write their papers during the inspection. The other pupil-teachers and candidates in the district, 322, were examined and reported upon by Mr. Black, who inspected 181 schools, embracing 256 departments, and having present at examination 15,694 children, making the total number of schools inspected in the district 331, in 485 departments, of children present 32,646, and of pupil-teachers and candidates 613.

My work during the year included also a general report on that of the preceding year; a special report on the training college; the examination of students in training, and teachers who came up for certificate of merit, and of candidates for Queen's scholarship, which, including the time required to hear them read and teach, extended over 18 days; and the revision of 558 of the papers worked at these and the other examinations held simultaneously in Scotland and England.

Mode of proceeding.

As the remarks upon inspection in the report of the Education Commission (pages 238-242) have reference only to England, I may as one of the inspectors for Scotland, state the course which I have almost uniformly pursued. I continue to enter the numbers in each class at each branch in the table, which is still retained in Form X., though the totals only are now required at the office, an entry which is usually made in about 5 minutes, or in large schools 8 or 10, and which I find to be amply repaid by the clearness of view of the working in detail of the school which it enables me to acquire and to retain. I then hear individually the youngest children in letters and

syllables, and ascertain how the teacher proceeds in this very important and delicate branch of his art. In classes of easy narrative, if large, and if the school be otherwise large, I hear each alternate child read, and the other spell, after which a few questions are put on the subject of the lesson, if the class has been previously so exercised. When other subjects come to form an ordinary part of the business of a class, such as the meaning of words, parsing, and etymology, the class is made to tell off 1, 2, 3 ; 1, 2, 3 ; or 1, 2, 3, 4 ; 1, 2, 3, 4 ; as the case may be, from top to bottom. All the *ones*, (*twos* or *threes*) may read, the *twos* spell, and the *threes* parse, &c., or an exercise in dictation may leave the place of oral spelling to be otherwise supplied. The circulate number is not increased indefinitely with the addition of subjects, as that would reduce too much the number to read, but when necessary each (or as many as may be required) are examined in two or more subjects. Thus every one in a class is heard in at least one subject, and the judgment or faithfulness as well as the ability of the teacher is severely. but not unfairly, tested in the degree of falling off towards the middle and lower portion of the class, which is thus more palpable, and which is often very different in schools, which might otherwise appear to be of nearly equal efficiency. In such subjects as Scripture knowledge, history, or physical science, a question is addressed to the class collectively ; one is called upon to answer and another to say whether the answer given is correct, as was described, and for the reasons given, in my report of last year.

In arithmetic I prescribe to each section an exercise within the range of its progress, as given in the table, and observe what proportion of the class are right, and whether the errors be in the method or the ciphering. But as a test of the successful use of explanatory methods, I look to reduction, proportion and fractions, and the answer to my question, "why," at any step of the process.

In writing the children are required to stand round with their ordinary copy books in their hands, open at a given page, to point out what they think the best line, and to be ready to show what they would correct in it, and *why*. Along with the appearance of the page (for the writer), this additional requirement, when there is sufficient time to follow it out, shows at once whether they have been taught to observe in detail, or simply to write the allotted number of lines with a decent degree of general care. In geography it is so easy to test a knowledge of the topography, that no class need occupy more than a few minutes on any map, unless its course includes such additional subjects, as climate, productions,

population, manufactures, and facts in history, and biography. The time which I usually spend in a school of from 60 to 120 is four or five hours, of which not more than one fourth is reserved for all the subjects of the advanced class, unless it be a large one or profess mathematics in addition to a large field in arithmetic. I always refuse to hear classes in Latin or French, &c., till all the subjects essential in an elementary school have been sufficiently disposed of. Such additions have often extended my time to seven hours or more, each division of the school having had a sufficient interval out, and the youngest having been sent home. When I take two schools in a day I rarely give less than three hours to each. Upon occasion (as to secure my passage by a public conveyance going only twice or three times a week), I have examined a school for the payment of an annual grant in even less than an hour and a half; and to enable myself to report with sufficient confidence on the school as a whole, I have heard a class reading before me, while on one side a second section was working prescribed sums in arithmetic, and on the other a third was exercised on a map by the master or pupil teacher. The effort, however, to pay the needful attention to the several subjects at once is more exhausting than much longer occupation with only one thing at a time. It is not unusual in a large school to hear two or three classes going on at once under the master and pupil-teachers, but it is generally arranged that only one shall be reading, while the others are undergoing examination in parsing, in the scope of the lesson, or in catechism, &c. I have reason to know that Mr. Black's usual mode of conducting the examination of a school is substantially the same as mine, and he lately informed me that whatever might under pressure of time be omitted, it was not one of the junior classes; and I do not think that any of my colleagues in Scotland would rest their judgment as to the general efficiency of a school on the appearance of the highest class chiefly.

Progress of inspection.

To the annual grant cases on my list 24 have been added since last year's report, which will leave proportionally less time for inspection in the building grant, or invitation class of cases, while the latter class is likely to be considerably augmented by the operation of the recent Parochial and Burgh School Act.

## Management.

Management.

The minister and heritors may be expected to be more active and efficient as managers of the parish schools in consequence of the increased power conferred, and the obligation

imposed upon them, by the recent act, while the increased salary, and improved residence of the master, will strengthen the claim for efficiency on his part. The parish schools, however, have from various causes constituted but a small and slowly increasing portion of those under inspection. Of the General Assembly and Christian Society's schools there is not any local management properly so called. The appointments are made, and the salaries paid, by boards in Edinburgh. They are examined annually by the presbytery of the bounds, and the minister of the parish takes more or less interest in their success, and signs the Form IX., as filled up; and sometimes, I believe, as *to be* filled up by the master, with little question, unless there be some special cause of distrust or personal difference. In these, and in some other classes of schools which I visit, it will, I fear, in most cases be very difficult, if not impossible, to find a body of local managers willing to undertake the trouble and pecuniary risk on behalf of pupil-teachers, which the Revised Code requires, and this impossibility is most likely to exist in those localities where aid is most needful, if not essential to the efficiency of the school.

## Finance.

Finance. Gaelic grant.

The only particular that I have to add to what I have stated in former reports regarding financial matters generally is that the recent withdrawal of the Gaelic grant, unless there be a corresponding additional voluntary contribution, will affect chiefly, if not exclusively, the schools in those localities where the general poverty renders any aid most needful. This grant has been taken where there was an option, in preference to two steps of rise in the value of the certificate, expressly because the latter, though more honourable, would yield no substantial advantage without a change of school, owing to the want of a corresponding voluntary contribution. And it was given in one case where, owing to the honesty of the master in persisting to report in Form IX., the amount of school fees which he actually realised instead of adopting the practice described in my report for 1859, his salary was below what would entitle him to the ordinary grant, which was due to his certificate, and which he accordingly forfeited. I would respectfully but most earnestly recommend the reconsideration of this matter. The total amount of the Gaelic grant is comparatively very small, and it may most legitimately be restricted to localities in which Gaelic is certified to be, *bonâ fide*, the ordinary spoken language of the children out of school, and where it may be safely assumed that the

income from school fees is at least 5*l.* less than where English is spoken. If the grant were for *teaching* Gaelic, it might be viewed as directly objectionable on another ground; but the express object of it is to secure the qualification necessary to teach English most effectually to Gaelic speaking children, an object which may well be regarded as cheaply purchased by the annual expenditure of 5*l.* of the public money, to each of the constantly diminishing number of cases, to which under the proposed restriction it would continue to be payable.

## Premises.

Premises. In 115 of the 150 cases which I have reported, the premises were generally good, very good, or excellent; in 27, fair or very fair; and in eight, moderate or very moderate. In two of the last-mentioned class new buildings were to be commenced forthwith; and in the others the managers were quite alive to

Offices. the defects. In cases in which they are otherwise very fair or good, the prevailing ground of objection continues to be the want of suitable and well kept offices. In the construction of them what appears to me to be the principal and most uniform fault is the want of light, which of itself would contribute greatly to the maintenance of cleanliness; and this defect, with the frequently damp appearance of the floor, and rough or ill constructed seating, soon leads to first offences, which, for want of cleaning, are unavoidably followed by others, till, so long as the place can be entered, it is only to add to a nuisance which it is revolting to have to look at. There is no reason to doubt that improved accommodation, due admonition, prompt inquiry after offenders, and regular cleaning, would in a short time wipe out what has been often noticed as a most unseemly national blot.

Books. In 35 cases I have had to report the supply of books to be defective. It is to be hoped that the withdrawal of the book grant may not be followed by a relapse to the condition from which, in so many cases, that boon afforded so immediate and so great a relief. Yet such a result, especially in the poorer localities, is much to be feared, unless the attention of managers to the necessity of some arrangement for maintaining a sufficient supply is secured as a stringent condition of any grant to their schools.

## Efficiency of Teachers.

Efficiency of teachers. The general efficiency of teachers in the use of the ordinary and approved methods may be described as increasing and becoming more uniform, a result which was to be expected from the increasing employment of teachers who have under-

gone the same course of training. In the schools inspected during the year by Mr. Black and myself, there are 303 certificated teachers, of whom four-fifths have been normal school students, and under their training 445 pupil-teachers. The number of certificated students employed as probationary teachers, appears also to be rapidly increasing, having risen from 5 to 14 during the year.

Arithmetic.

There is an improvement in the arithmetic of the papers worked by the pupil-teachers, though not so great as that of the preceding year, as may be seen by the following table, which shows the per-centage of "*fair*," "*above fair*," and "*below fair*," for the last three years :—

| | 1859. | 1860. | 1861. |
|---|---|---|---|
| Total Number examined | 143 | 245 | 196 |
| | Per Cent. | Per Cent. | Per Cent. |
| Above Fair - - | 27·16 | 45·7 | 47·0 |
| Fair - - - | 17·34 | 16·34 | 18·3 |
| Below Fair - - | 55·5 | 37·96 | 34·7 |

The collective examination of a circuit is usually held before visiting any of the schools in it. I can thus take the papers with me carefully revised, and marked with red ink where erroneous; and the production of them to the teacher and pupil-teacher secures a conviction of the nature of the errors, and of the room and need for improvement, which could hardly be effected, and certainly not accompanied with the same spirit, by any mere censure by whomsoever pronounced. Accordingly, when the expected admonition is received from the office, it is at once felt to be just, if not inclining rather to the side of leniency ; and I feel convinced that much of the spirit of improvement among the pupil-teachers of my district is owing to this method of dealing with them.

Religious knowledge.

The most difficult subject of their examination used to be that of Scripture knowledge and catechism, because the broad-sheet prescribed no course of study or portions for particular years, and on the revision of the broad-sheet in 1857, your Lordships declined to order the insertion of any outline for the guidance of teachers and inspectors, unless formally concurred in by the churches whose young members would be brought under the proposed course of study and examination. After consulting with some of my colleagues, and finding

that there might be some difficulty in getting the steps taken that were necessary to obtain the required concurrence, I considered that, as I was at liberty to examine in any part of the Bible and catechism at each annual visit of inspection, I could restrict myself to certain portions for certain years, and virtually prescribe a course in my own district. It is as follows, and so far as I know has been universally approved of by the ministers :—

Syllabus.

END OF FIRST YEAR.

Genesis, Matthew, Mark.
Catechism,—Questions 1–19, with analysis and Scripture proofs.

END OF SECOND YEAR.

Exodus, historical portions of Leviticus and Numbers, Luke, John.
Catechism,— Questions 1–38, with analysis and Scripture proofs.

END OF THIRD YEAR.

Deuteronomy, Joshua, Judges, Ruth.
Life of Christ from the four Gospels, his parables, miracles, and prophecies, with their fulfilment.
Catechism,—Questions 1–81, with analysis and Scripture proofs.

END OF FOURTH YEAR.

Samuel, Kings, Chronicles, Ezra, Nehemiah. The Acts of the Apostles; meaning of Scripture terms and expressions referring to Jewish festivals and Eastern manners and customs.
Catechism entire, with analysis and Scripture proofs.

END OF FIFTH YEAR.

The Prophets, more especially those predictions which have their fulfilment in the advent, ministry, and death of our Saviour,—and in the great and leading events of ancient nations.
Catechism as in last year.

## CHARACTER OF SCHOLARS.

Attendance.

In regularity of attendance, ability, and general character, the children of the agricultural, the fishing, the mining, and the manufacturing portions of the people differ very materially.

Agricultural.

The children of an entirely rural parish are quiet, orderly, and attentive, but intellectually not very quick. Their attendance at school is frequently interrupted by the calls to field labour, which are contingent on the state of the weather and the crops.

Fishing.

Those of the fishing villages are comparatively rough and forward, observant generally, smart and self-reliant. Their attendance is rendered irregular both by field-work and fishing, having to go at low water to seek for bait. Their irregularities are hence so frequent that they take occasion to be absent wilfully, having the chance of escaping detection, getting their parents to shelter them as a condition of going back, or having at the worst to brave the consequences.

Mining.

The children of the mining population are naturally tinged with

the insulated peculiar ideas which their parents may happen to have acquired in their contracted field of observation, and they are so tenacious of their prejudices as to be scarcely manageable if they are crossed. Their attendance at school is pretty regular up to the time that their parents take them down to the pits, which is often a whole year before the legal time. The clergyman of a mining district told me that he knew of a great many cases of this kind, that he could prove both from the register and his personal knowledge, but to interfere with them, or give information to others, would render him odious, destroy his usefulness, and might be even unsafe for him personally. The children of the manufacturing population exhibit the various character of towns' children generally, being a few grades above the lowest of them. Their attendance at school is far from regular, unless when there is one connected with the works, for which the charge is deducted from the parents' wages. While the complaints of teachers indicate that there is little improvement in regularity of attendance generally, the per-centage of those over twelve years of age who attend at all is steadily declining. In 1858 it was 17·05; in 1859, 16·11; in 1860, 15·55; and in 1861, 14·84. This fact goes very much to show the expediency or necessity of establishing *evening*, or, as they are called, "night" schools, especially if it be true that the effects of the education which has been gone through are soon obliterated.

Manufacturing.

Age at leaving school.

## Organization.

In addition to the movements which are usually made in large schools with some regularity, there is much need to introduce one for extending to a sufficient distance for exercise in dictation and in arithmetic. In the latter in particular the children are seated so close to one another that one must see his neighbour's slate even without any particular wish to do so; and when I propose to separate them a little it takes so much time to place them properly that it is evidently a thing that is never practised. When the question is worked standing there is a mode of turning face to face that with very little extension is quite sufficient, but it is adopted chiefly when the exercises are short.

Organization.

## Methods.

Nearly all that is possible has now been done for the improvement of methods, so far as they are external and can be made a subject of training in the way of drill to exact mechanical repetition, but much of the apparatus and technicalities connected with them is not only not conducive, but is

even opposed, to the improvement which is most required, and that is in the direct handling, so to speak, of the child's mind by that of the teacher.

There is a faculty for this which few seem to possess, or at least to exercise to any great extent. It may be difficult to make it a subject of effective lecture, and as it has no specific place in the syllabus, the attempt may not be made. In the schools I very rarely find the teacher dealing with the erroneous answer of a child, whatever mental effort it may indicate. It is simply repelled, and so of the next, till some one, it may be partly from memory and partly by guess, hit upon the right one in the prescribed form of expression, and goes up.

### Grammar.

I have arrrived at a firm conviction that a fundamental change in the mode of dealing with elementary grammar is essential to secure the educational advantages which that branch is calculated to afford, and that, too, with ease and pleasure to the learner, instead of being regarded at the time as an irksome and unintelligible task, and looked back upon afterwards as mere waste of time from which it is desirable to save others. When a child is learning to speak, it will be found to be acquiring much more than a knowledge of mere vocabulary, or repeating only what it hears. It is also observant of the different forms that the same word assumes when differently used, and by analogy employs these forms in the use of others. Hence it speaks of "two mans," "two mouses," and the like; and says of a thing that "it falled "down," having observed the general formation of the plural of nouns and of the past tense of verbs; but not yet the particular forms, *men, mice,* and *fell.* In short it is engaged naturally, and therefore agreeably as well as successfully, in the study of grammar, and all unconscious of the existence of any such difficulties as present themselves in the definitions and rules which it is afterwards set to learn. These definitions and rules are usually presented to the child's mind as something entirely new and foreign to it. They suppress the natural germ, and it is long before they take healthy root in its stead. Now the method which I would substitute for that in use, and of which I have made full trial, is to aid the development of the natural germ, not by the use in the first instance of any rule or definition, but by leading the children to repeat the observations which they must have already made. They know how to apply *he, she, it,* and *they,* and can discriminate between these and *him, her,* and *them,* whenever they are

put in simple contrast and along with words which should determine the selection of one or other form. Their proper use of these is not the *result* of any inculcated rules for gender, number, and case, but can very naturally and easily be made the *source* of those rules. The distinct and ready recognition of all the parts of speech, and their connexion in forming a sentence, is most easily elicited and in a very short time. For the last two or three years, as often as I have had half-an-hour to spare after the inspection of a school and a class as far as easy narrative, that has not commenced grammar, I have availed myself of the opportunity to test this method, and always with the most encouraging results. I have put a class in one of the industrial schools through such a course as I propose, and they commenced syntactical parsing, using the ordinary terms after 30 lessons averaging between half-an-hour and three-quarters each. I shall only add, in illustration of another remark, that when it was lately proposed to stop at the end of an hour, they expressed a wish to go on. The exercise was not only not repulsive; it was attractive.

## Discipline.

Discipline.

In a good many schools in which the discipline is otherwise good, there is much talking in the seats; and, what is worse, whispering answers to those under examination, and copying arithmetic, of which very serious faults I find no amendment since I last called attention to them. I cannot help thinking that it is the continuance of this practice without effectual check, that would seem practically to remove it so far from the class of grave offences as to be still had recourse to by persons who, it is to be hoped, would shrink from any other act of dishonesty.

## Needlework.

In last report I stated that I had visited 53 mixed schools, in which there were present 1,476 girls, and no provision for needlework. Since the close of that list I have visited 38 mixed schools, in which there were present 1,034 girls, without needlework; but as this was chiefly in another part of the district, I cannot ascribe the difference to the addition of so many teachers in that department.

I have the honor to be, &c.

Ed. Woodford.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and on other* SCHOOLS, *inspected in the Counties of* AYR, DUMFRIES, KIRKCUDBRIGHT, LANARK, RENFREW, *and* WIGTON.

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MY LORDS, December 1861.

THE inspection for the year lately closed extended to all schools receiving annual aid in the district, and remitted to me for inspection; to 32 besides, which had received only building or book grants, and to 35, which, having been altogether unaided, were visited simply at the managers' request. The total number of inspected schools under separate management was 305; the total amount of attendance at the time of inspection 38,439. These particulars include the results of my very able colleague Mr. Jack's exertions, and my own.

I. Your Lordships, in the form of report on schools to be inspected, have directed attention to all the means, of whatever sort, that make up the equipment of a school. These means may be arranged in three several classes, bearing more or less closely upon the object for which, in common, they have been provided. The class that stands most distant from the object, and acts upon it in the least sensible manner, may be supposed to comprise the school accommodations, school registers, and school apparatus.

1. *Accommodation.*—It is not remotely that the instruction and the discipline of a school are influenced by the description of the school-room; and therefore, it is fit and gratifying to observe that there are few of these aided schools in which the conditions of aid have not operated some improvement of the accommodation; either a new building has satisfied all such conditions at once, or an old one has received more school room, better ventilation, some requisite addition on the premises, playground, or some better arrangement of the desks, benches, or other furnishings. But in this matter of school accommodation, it is more specially remarked, 1st, that the instances are not few in which the schoolmaster is not nearly so well provided in his dwelling as the school is in the school-room. Of the teachers of 151 schools aided annually or otherwise, there are 39 who are without dwellings belonging to the school, but who find lodging for themselves on the

compensating allowance which they receive from the managers. The lodgings, however, are commonly inferior to the dwellings when these latter form part of the school establishment; and, in some cases, neither the one nor the other are such as the comfort, convenience, studies, and preparations of the teacher require; for it seems to be at times forgotten, how much the interest of the school and the energies of the teacher depend on the sufficiency of his domestic accommodation. 2nd, when instruction in sewing for female pupils became a condition of annual aid, the greater number of the schools were unfurnished with any accommodation for that purpose,—the exceptions being almost wholly among the more recently-erected schools, and chiefly among those at mining stations, where the school provisions of all kinds are commonly the amplest. But in the two years that have since elapsed, the case has been quite altered; at each school receiving annual aid, sewing is now taught, or provision for the teaching of it is in progress; and the apartment used for this purpose is either an addition to the school-room, or stands in its close vicinity,—the former certainly the better means of gaining for the branch in question the attention it deserves. The parish schools, 77 in number, are already, with few exceptions, served in the one way or the other, although there was a difficulty in this matter, peculiar to them. For sewing was not among the subjects of instruction prescribed by the heritors and minister, nor contemplated by the Statute (1803), and the "commodious school-room" was never meant to include any room for the teaching of this branch. A parish schoolmistress with the same standing as the schoolmaster was not known to the school economy of the country. And so, without a certain incongruity, her occupation could not be added to that of the parish school. The addition, however, has been made in this as in other instances, simply because this branch was, upon the mere suggestion of it, at once seen to be most useful and necessary, though it had been too long delayed. The same result is now in the course of being promoted by the new Parish School Act, which contains a provision for the appointment of a sewing mistress in the parish schools; and it may be hoped that in them the sewing department will, ere long, seldom be found wanting.

*Registers.*—The school registers are very various in their plan, as well as in the particulars they record. In these respects, which imply nothing more than the faithful marking for statistical purposes of the variable numbers on given points, uniformity is as desirable, as in other parts of school management, which leave room for the exercise of individual

talent or judgment, it is not desirable. The several published registers are all in use at different places, Constable's, the Durham, Hamilton's, Martin's, Paton's, &c. Some teachers employ forms of their own contriving; and these are sometimes upon loose sheets, showing for how brief an existence the record has been meant, and some are intelligible only to the teacher who keeps them,—if to him,—signifying that they are considered as his own, and not as the property of the school.

At mining and manufacturing stations, the form and the book are sometimes supplied by a careful and intelligent manager of the works; and for sessional schools the same good service is sometimes performed by a zealous minister * or kirk session. Some of these registers are, however, defective, and some on a plan too widely different from what is common to the rest, and not supplying the information required for Capitation Grants. The daily attendance, the ages, dates of entering and leaving, the payments of school pence are, in some cases, not all entered, and the averages are not taken uniformly for the same periods of time. Yet to estimate aright the master's industry and skill by their fruits in the progress of the school, it is necessary that the record should be complete on these points; and daily to record absence is to do something towards its prevention,—at any rate it is an indication and a constituent part of good discipline. The registers are always inspected, and such remarks offered to the teachers, as the state of them suggests.

*Apparatus.*—There is not a little in the subjects of elementary instruction, which does not admit of being illustrated by the use of the common apparatus, maps, diagrams, black-boards, specimens, pictures, &c.; and it is well that the mind even of the child, should not be wholly "the mind of its own eye." In what respects the instruction has no such visible aids, and can have none, may be noticed at another time. At present, the reference is only to apparatus.

(1.) Few of these schools are insufficiently furnished with maps and black-boards. But the maps in common use are those of the large school-room kind, about six in number, of which three only are occupied with the great political divisions on the globe's surface, the other three, with the several parts of the United Kingdom. All of them have a very scanty indication of places by their names; and some, none at all.

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* The well-planned register framed by Dr. Chalmers fifty years ago is still preserved and used in the Sessional School of St. John's, Macfarlane Street, Glasgow.

But, when such is the description of the maps, it is unlike the more detailed description of the class books, which are equally in common use; and there is thus a disconformity betwixt the book and the map, that discourages the learner, and sometimes embarrasses the teacher. The oral and the book lessons are in such cases considerably different. The map with a few names, however, is the best fitted for a first course of geography; and it is well succeeded in a first course, by the maps with no names at all. But the pupils often remain for a second course, as at Annfield, St. Andrew's, Glasgow, &c.; and then the large vacant or sparely furnished map is set aside, and each makes use of his fuller Atlas, Johnston's, Chamber's, or Nelson's. It is observed, however, that geography is often so well taught within the limits of the larger and scantily furnished maps, that the study of it stops there, though time enough remained for another longer and still necessary course.

(2.) There is much difference among teachers in their employment of the black-board for purposes of illustration. The greater number have recourse to it for arithmetic only; others, for reading, writing, spelling, grammar, geography, or even history; some, for each of all these subjects in their turn. In such operations, the teacher derives much advantage from the skill in drawing which he had acquired at the normal school; and generally, it may be said, that the frequent and various use of the board is among the surest signs of good tuition.

Other kinds of apparatus are the following, and the extent to which they have been employed in 152 of these schools is here stated, both from observation and from returns lately furnished by the teachers:—

| | Schools. |
|---|---|
| 1. Scientific apparatus, purchased with aid from the Committee of Council, are in - - - - - - | 13 |
| Scientific apparatus, purchased without such aid - - | 12 |
| 2. Engraved illustrations of natural philosophy in - - | 58 |
| 3. Engraved illustrations or specimens of natural history by pictures or specimens, viz. vegetable productions, geology, mineralogy, mining objects and operations, in - - | 73 |
| 4. Historical charts in - - - - - - | 40 |

It is remarked (1) that each kind of the apparatus here mentioned is, in most of the schools, but little used,—one reason of which is, that the general progress of the pupils is scarcely such as to call for any application to the sorts of knowledge for which these means of illustration would be useful. Yet there are exceptions; for example, (2) in all schools at mining stations, the illustrations of mining objects and mining operations might be introduced and often referred

to with great advantage; whereas, in many they are entirely wanting. (3.) Historical charts showing the succession of sovereigns, the great historical periods, and the principal events in each period, ought to be in every school in which history is taught; they are as necessary for the teaching of that branch as maps for geography. (4.) Agricultural objects seem to have some claim to be represented in these apparatus. At present, however, the study of this subject in its simplest elements is as entirely wanting as its relative aids. On this point the following remarks by the author of the Book of the Farm seem deserving of attention.

"By means of a course of agricultural tuition in the schools, and exemplified on the neighbouring farms, a large amount of correct agricultural knowledge would be imparted to young boys and girls destined to earn their livelihood on farms, and which at present is only obtainable by labour in the fields, to the serious neglect of other kinds of knowledge only to be acquired at school. Drawings of the cultivated plants in their different states of growth, and of the varieties of live stock usually reared, might be placed before pupils with much advantage. Samples, too, of the various grains and seeds sown on farms would at once impress upon the memory of pupils their identity and use." *

II. Another class of means bears more closely and more sensibly upon the ends in view, comprising school books, school management, and school income.

*Books.*—It is often unobserved, how much of tuitional method is involved in the composition or structure of a school-book, and, as all method of the kind, however special its application, rests on some general principle, so it is unquestionable that the preparation of a good school-book is by no means a very simple matter.† The contents of a lesson, the points or topics which it takes up, and the order of presenting them, are parts of the method employed in the teaching of the subject; and so far the class-book determines the method of tuition. But, sometimes, the method of tuition takes a course which is not determined or indicated by the class-book; and of this one or two examples may be offered. In arithmetic some knowledge of fractions occasionally precedes any notion of simple proportion; in grammar, the roots are studied before the common parts of speech are well known; in geography, the first lessons relate to the native country, while its position on the globe is still untold; in Latin, the advance upon the higher classics takes place with surprising celerity. These inversions either of the order followed in the class-books or of

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* Stephens' Catechism of Practical Agriculture.

† "Un livre d'enfants peut être un grand et beau livre."—Vinet.

that which the comparative difficulty of the class-books very plainly indicates, are just frequent enough to warrant some mention of their occurrence.

Again, the method of the Shorter catechism, so fitly presenting the whole matter to the reception of mature minds, is, by some teachers, not adopted as the fittest in imparting the same great truths to the young at school. They commence, therefore, with the simpler parts of this invaluable compend, it may be with the questions,—"What is the duty "which God requires of man?" and "What is prayer?" thereafter reverting to the fundamental questions of doctrine. In this process they follow much the same course as that prescribed for pupil-teachers in the several years of their apprenticeship, and I cannot think they do amiss.

The matter of the class-book is, for the most part, the same which forms the subject of the master's lessons; but sometimes not. They are excellent masters that expand the lessons of the book from their own stock of knowledge,—to which it may be, they are ever adding for that purpose. Others have a preference for certain parts of the book, discarding other parts, as, in their judgment, somehow unsuitable. In grammar and arithmetic, some dispense with the use of any books, either for themselves or for the pupils, trusting only to oral lessons. On the other hand, it may happen that good books, to the manifest disadvantage of the lesson, are used on wrong occasions; thus, when the subject is professedly that of simple reading, by an advanced class, the book placed in their hands is a compilation of English history well enough suited for its own purpose, but not so well for this; the mistake apparently having two sources, the wish to give some exercise in the reading of proper names, and the ill-judged endeavour to combine a lesson in history with one in simple reading. With the same divided view, a reading lesson has been practised on a book of geography; or, what is yet more objectionable and of more frequent occurrence, the Bible is employed confessedly as a class-book for reading and spelling, a practice which has not always the excuse that fitter books are wanting and cannot be had. The book grants have done much for the remedy of that error; and if discontinued, it may be hoped that much of the same benefit will still be available in another form.

*School Management.*—The schools are variously under the management or oversight of patrons or their agents, trustees, subscribers, kirk-sessions, ministers of the parish or presbytery of the bounds, the one or the other, according to the constitution of the school, the manner of its origin, the source of its

support, or its ecclesiastical connexion. But in this duty it is seldom that the minister of the parish does not perform a part; and inspectors remark how accurate in general is the estimate he has formed of the condition of the schools within his bounds. They remark, too, the care and the vigilance of the kirk sessions for those with which they have especially to do, the *quasi* parish schools called sessional. I am of the opinion expressed by Mr. Cook,* that the public inspection has not tended to relax the local management, but seems to have had quite the opposite effect.

*School Income.*—Sometimes the income forms a school fund administered by the managers at their discretion; sometimes it passes at once to the schoolmaster, as his appointed recompence. Of the latter case the parish schools offer an unvarying example; the assessment supplies the salary "to be paid to the schoolmaster;" the heritors "fix the school fees as they judge expedient;" but the fees are collected, claimed, and retained by the master as his own. The cost of apparatus or repairs is occasionally defrayed by the heritors; and other incidental expenditure of less amount, frequently by the master. Of the subscription schools and those supported by private endowments, there are some in which, also, the whole income from endowment or subscription, and from school fees, is the declared income of the master. Altogether, the schools in which his interest is thus regulated, are by much the greater part of those now referred to. In the rest, the income may be considered as the income of the school, and subject to such appropriations as the managers may think proper,—an arrangement most commonly found at the mining stations, where the wages of labour yield a stated weekly deduction, applicable, as the managers may deem proper, to school-pence and other school purposes. In all cases, the grants of public aid are, in like manner, made directly to the school managers. The average income of the teacher supplied in the several ways now mentioned, and irrespective of the government allowances appears to be as follows:—

| | |
|---|---|
| Of 23 teachers of sessional schools - - - - | £134 |
| 26 „ at mining stations - - - - - | 126 |
| 24 „ parochial (exclusive of income from minor offices) - | 74 |
| 43 on private endowment or subscription - - - | 77 |

The sessional schools situate in large towns, and often very numerously attended, afford the largest incomes to the teachers.

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* Education Commission, Minutes of Evidence.

But the parochial, by reason of their more public standing, and other advantages are those that teachers chiefly desire; and they are very seldom quitted for any other school or for any office of another kind. The movement is *towards* this class of schools, seldom or never *from* it. And one good influence of the parish schools has been, that they have served as an object of ambition to the greater part of the whole class of elementary teachers. In general the contentment of a teacher with his position is, in some degree, influenced by the source, as well as by the amount of his emolument. The sources may, therefore, be distinguished as follows, in regard to 150 schools :—

| | | |
|---|---|---|
| Supported by school fees only | - | 4 |
| „ private endowment only | - | 10 |
| „ subscription only of one or more individuals | - | 6 |
| „ fees and endowment together | - | 29 |
| „ fees and subscription together | - | 101 |

III. *Teachers.*—The teachers under first masters are of several grades, and they are distinguished in the following enumeration, taken upon 150 of their number.

| | |
|---|---|
| Subordinate or second masters | 25 |
| Assistants under Minute | 13 |
| Assistants not under Minute | 8 |

The following particulars may afford a proximate notion of the attainments and experience of the teachers ;—the enumerations being upon 166 of their number.

| | |
|---|---|
| Number certificated or registered | 145 |
| „ under 23 years | 25 |
| „ betwixt 23 and 30 | 61 |
| „ over 30 | 80 |

But, when managers have occasion to elect to the teacher's office, though attainments and experience are much in their regard, they look a little farther; they would know, as much as they can learn, of the moral qualities of the candidates,—for there, they presume, lies the principle or spring, the *ressort* of a teacher's talent. So when, for their guidance, the qualities of a good master are described, one writer on education shall name a dozen,—all of the moral kind ;* another comprehends them all under three : "Love, Hope, and Patience, "which upbear the little world of education." † Now, as the source of a teacher's energies lies consciously in his own moral frame, so he learns to consider the moral culture of his

* Les Douze Vertus d'un bon Maître. † S. T. Coleridge.

pupils as the great object of his exertions. This, indeed, is intended by the whole scheme of his instruction; but, by some parts of it, more directly and specially than by others. There is an expressly moral instruction in all of these schools; and to this, and this only, I would now advert.

*Reading.*—One marked stage of progress has been reached when a simply correct pronunciation has been attained; another, when the accent or modulation indicates some attention to the sense; a third, when, the subject-matter being imaginative, the delivery discovers some apprehension of the sentiment.* Now, it may happen, that even the same inspector shall make his estimate of the reading performance variously at different times, with reference to one or other of these points of progress. But if the advanced or expressive style were the standard, it is certain that the estimate would be very seldom high; and this is the more noticeable now, as the subject-matter of the lesson then determines it more to the moral part of the instruction than to any other. Among the few schools that exemplify the best style of reading are those of St. Enoch's, and the Highland Society, Glasgow, and Alexander's, Airdrie.

The other portions of the instruction by reading lessons consist, in great part, and very properly consist, of details in natural philosophy or natural history; but there the intention is, rather to awaken a taste or curiosity of which these branches are the subject, than to impart in the meantime much information about them. The end is thus, in great part, prospective and distant; whereas, the lesson, which has a moral intention, naturally takes effect at once or not at all,—for which reason, if for no other, it would seem to form, perhaps, the most proper, though certainly not the sole element, of a reading-lesson book. If this be the right notion of what such a book should be, then some of the reading-lesson books in common use would seem to admit of material improvements: they might have less science or scraps of science, more biography, and more of that individual or national story which has a distinctly moral significance. One book that has long held a place in the schools of Scotland does not omit, in its *carmina de moribus*, to connect a moral purpose even with its lessons in grammar; and there are books of English reading that present much of this same feature, in their chapter of short moral sentences; but it would seem to consist well with the object of such books, if more of them had something of the same description.

* Diesterweg, Curtman, &c.

*History.*—Whenever this subject is taught, it is the history of England or Scotland, or of both countries,—but of them, alone, with a very few exceptions. The history of Rome is among the subjects of instruction in the Academy at Airdrie, where everything in a pretty various programme is taught with distinguished ability. The view which has led to the introduction of this part of ancient and foreign history is thus explained by the Rector, Mr. Dickie :—

"This subject is chosen for its tendency to widen our sympathies and to raise our admiration for the great and good, the examples of which are to be found abroad as well as at home, and long ago as well as now. Perhaps, there is even a certain benefit to our minds in looking for and finding these things quite away from ourselves. At the same time, no history furnishes so many examples of energetic character, none exhibits so many phases of government, so many triumphs over enemies; and if parts of it be not devoid of fable, even these are so narrated as to convey good impressions."

For much the same reasons, the history of Greece is taught by Mr. Smart to his advanced class in the Neilson Institution, Paisley.

Now, the method or style observed in the teaching of this branch is of two very distinct kinds. First, the whole course of the history is presented in outline, with such designation of the great periods as it naturally accepts from dynasties, reigns, or memorable events; then one or other, or all, of the periods are sketched in detail. The teachers who treat the matter thus suppose the practice to be recommended, as doubtless it is, by the rule that pupil-teachers must show some knowledge of the "succession of sovereigns with dates," and with the "outlines of history" over certain spaces. But the practice is, by no means, very prevalent; not occurring with any decided exemplification, perhaps, in more than a tenth part of the schools now referred to. It is remarkably well carried on at Kilmacolm. Second, the more common way of teaching history is to fix the attention at once on particular periods or detached passages, without marking very carefully their position in reference to the whole. The result is sometimes very noticeable; a boy has told the very day of the month on which each of six great battles was fought, but placed that of Hastings after Waterloo; and Bannockburn before Cæsar; another could say much about Cardinal Wolsey, but supposed he lived in the time of George III. But the method now referred to, though inferior to the other in the scope which it gives to intelligence, is not without its peculiar advantage;—for though it deals with but fragments of the history, these contain a portion of the moral use which belongs to the study

of history in general, and which, when properly improved, forms the best of all its uses. So far, the study of history, as thus conducted, suffices for the end there in view. The master, accordingly, either "points the moral" in a pointed and express manner, as at Largs, Muirkirk Ironworks, Kelvinhaugh, or more frequently he leaves it to make its own impression, through the interest and obvious meaning of the "tale."

*Religious Instruction.*—This branch, the object of which is the most expressly moral, has a prominent place in the work of every school. It is imparted as usual, by oral teaching, by the use of catechisms, or of those compiled portions of sacred history that occur in some reading-lesson books, or by reading in the Scriptures. In some cases, it is deferred till, in the course of progress, the Scriptures can be read, but scarcely ever to a later date; for it is observable, I think, that teachers are very commonly agreed upon the fitness of this sort of instruction for very early years; and further, that they consider the Scriptures themselves as the best source of Scriptural knowledge; that is to say, as supplying that expression which best befits the nature of the subject-matter, and best leaves the desired impression. If, therefore, they begin with oral lessons, or catechisms, or compilations, they have recourse as soon as possible to the Book itself, which they deem indispensable in what remains for them to teach, of either history, doctrine, or precept.

In the teaching of sacred history, there are the same two distinct methods as already noticed in reference to history of another kind. (1.) There is the comprehensive method, presenting the outline and the great divisions; and certainly this is more prevalent in the treatment of sacred than of civil history, for this, if for no other reason, that the sacred history, having been much longer a common subject of school instruction, the proper method of teaching it is so much the better understood. Examples: Mossend, Kelvinhaugh, Mearns, &c. (2.) There is the method of dealing with detached passages; and here, too, there is a greater frequency in the practice of turning the lesson to its special and best account; the moral import is more frequently observed and inculcated, for the obvious reason that it is more palpably suggested by the sacred text. In particular, the Bible lessons are sometimes much directed upon the Scripture characters, for it is everywhere seen how apt and interesting is the form of biography, sacred or secular, for moral instruction.

One example of the method of teaching by biography. To specify the qualities, good or bad, for which a character was

remarkable, is a common practice. But the reverse process, though not so common, is perhaps more effective. It takes place in this manner. The pupil reads, as in the Proverbs or Epistles, not of certain persons, but of moral dispositions, the nature, obligation, and consequences of which are described in general terms ; and the reference to individuals that exemplify the same then ensues,—forming an exercise at once of recollection, judgment, and moral sentiment. The method is the same as that of the compilation of Scripture texts prepared by the Religious Tract Society of Ireland, and is occasionally assisted by the use of that compilation. Now, the interest and the instruction of the biography are manifestly heightened by this occasion of its introduction, and by the use which it is thus made to serve in the way of illustration, for the occasion that originates a lesson, as well as its application, may contribute much to its effect. Here, then, the religious and moral instruction takes a practical and vital character, and it is seen that there is nothing so excellent in all the teachings of the school. Examples: Newmains, Eastwood, Eaglesham Female, Kilbarchan Female, &c., &c.

Finally, the teacher is himself an example, having great influence on the conduct and character of his pupils: but on this important part of school economics, no remarks shall be offered at present.

*Drawing and Music.*—The subjects of drawing and music having an obvious affinity to those by which moral instruction is more directly intended, the extent to which they have been received into the schools will appear from the following statement :—

| | |
|---|---|
| Total number of schools - - - | 151 |
| Drawing taught in - - - | 62 |
| Music from notes in - - - | 44 |

The masters for drawing have generally been certified by the Department of Science and Art, and as they receive the allowance offered by the Committee of Council for the encouragement of this branch, it is certain that a large proportion of the pupils are instructed in it. In two or three of the schools (Annfield, Alexander's, Airdrie, &c.), drawing and writing commence simultaneously, and both are continued together throughout the course. In these schools, the penmanship, by reason of the drawing practice, is of unusual excellence.

The subjects which have moral culture for their professed and immediate object have now been noticed. Those that remain, arithmetic, grammar, geography, and others, by the

application which they demand, contribute to the same result; for it is always by a course of moral as well as of intellectual training that any true progress in any good study is accomplished. An estimate of the efficiency of the instruction in each and all of these branches, is given in one of the summaries prefixed to the Inspector's reports.

*Encouragements.*—The moral culture of the pupils is promoted by other means than those of instruction by the book; and in this, a very noticeable part is sometimes performed by the school-managers. When the school is connected with a large work of mining or manufacturing industry, the managers have announced that the better employments at that work shall be given to those who have been most distinguished, not merely by their aptitude to learn, but also by their regular attendance and their general good conduct (Gartsherrie, &c.) Elsewhere, the good dispositions of a youth often recommend him for apprenticeship as a pupil-teacher; oftener, for prizes of the more common kind. And for what reason are boys at certain schools instructed in the industry of trades? Not alone, that they may learn the trade, but also that they may acquire the habit, the moral habit, of industry, which shall serve them profitably in their future occupation. The Ragged and Industrial Schools, of which there are five among those now referred to, commonly supply the whole education, private as well as public, of the pupils; in other words, they endeavour, by all the usual domestic means, as well as by the usual school exercises, to provide for their moral training. The training of boys to trades and of girls to domestic work is carried on with remarkable success at Pollokshaws, Martyr's school, Glasgow, &c.

The teachers also endeavour, by other means than instruction from the book, to promote the moral culture of their pupils. "I have refused," says one, "to give my first prize to the "best essayist, because he gave me but one essay, while "they gave a dozen; I require proofs of industry as well as "talent." "I have not seen," says another, of much experience as a teacher, "that eminence in life has been confined to "those who were the cleverest at school; for men thrive "by singleness of purpose, by earnest perseverance, by general "rectitude of character; these qualities I have learnt to "notice, to honour and to cherish, above all things, in the "boys that pass successively through my hands." A third observes, that the great use of the exercises which he requires regularly to be done at home, is the training they afford to habits of self-reliance and reflection. One and all would probably agree in representing as the great object, the *finis*

*ultimate ultimus* of all their labours, not the intellectual, but the moral advantage of their pupils. "Let the former know its place,—it is the second, not the first."

*Discipline.*—The instruction of a school has always an important auxiliary in its discipline. But the instruction and the discipline, though blended together, are distinct things, and require different talents in the teacher. They are distinguished in the form on which inspectors make their reports; and perhaps it has been observed, that their estimate of a teacher's management is not always, nor even very often, the same for both. The discipline may be better than the instruction, or the reverse. There are schools in which the discipline, as a distinctly cultivated subject, comes very prominently to view. It is excellent, for example, in the two schools which have perhaps the largest attendance of any in Scotland, those of St. Enoch's and the Highland Society, in Glasgow, each attended by a thousand pupils. In these instances, the numbers add much to the importance of the discipline. So, then, it is well that here there may be seen the prompt obedience, where obedience is due, the punctual observance of all rules, the well-regulated emulation, the cheerful application to every task. These are habits that reach beyond the school-room, and remain, if they are but fairly dealt with, to influence the future conduct in life. To such results, the services of pupil-teachers are observed to contribute not a little.

*Pupil-teachers.*—Their number in the yearly aided schools during the last year was 452; and, except in one instance, their good conduct has been certified by the managers. In two instances, the apprenticeship ended prematurely from change of residence. In one, the examination was so little to the credit of the master, that the admission of another apprentice was refused. But, on the whole, while there are among them many who already evince a very marked ability for the calling they have chosen, in general they have acquitted themselves well in their studies and their duties. An estimate of their performance on each of the subjects of examination is usually communicated both to them and to the teacher, at the yearly inspection of the school.

In 20 of the yearly aided schools, 24 of the apprenticeships expired in the course of the last year; and it is very proper to notice that of the young persons thus released from their engagement, 17 became candidates for Queen's scholarships, 4 were appointed to the charge of schools, and only 3 declined to follow out the calling for which they had been so far prepared. It is further noticeable, that of the 24 ex-pupil-teachers, 18 had resided, and belonged to schools, in Glasgow, and that

one only of their number went off to another occupation,—so little effect had the facility of finding other occupations there, in inducing any change in the views with which the apprenticeships had been commenced.

The candidates for apprenticeship examined in the course of the last year, for schools in the counties of Lanark and Renfrew, were 73 in number; and of these, it is again to be remarked, that 39 were presented for schools in Glasgow. This considerable number of those that seek apprenticeship as pupil-teachers in a situation where all kinds of profitable industry are so open and so inviting, seems to prove the sufficiency of the gratuities annexed to it; this at least in Glasgow, and if there, presumably in any other part of Scotland.

I have the honor to be, &c.
JOHN GORDON.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, D. MIDDLETON, Esq., M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS *inspected in the* NORTH *of* SCOTLAND *and in the* ORKNEY *and* SHETLAND ISLANDS.

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MY LORDS, Aberdeen, January 1862.

DURING the past inspection year Mr. Kerr and I visited all the annual grant schools in this district, besides a large proportion of the simple inspection cases. We were able, also, to take by anticipation in June and July about 30 October and November cases. This will so far luckily relieve our hands for the new work assigned to inspectors in Section XIX. of the Parochial and Burgh Schoolmasters' Act. Work done.

## APPARATUS.

In many schools I see scientific diagrams illustrative of mechanical powers, hydrostatics, hydraulics, gravity, simple machines, solar system, &c. These have a fine pictorial effect on the walls of a school, and serve to give the place a learned philosophic air. But they very seldom serve any higher end. It is rare to find them referred to by the teacher or understood by the scholars. They are pretty, but mostly mysterious symbols on the wall. In this respect few schools are so philosophic as they look. Pictorial apparatus.

In one school a new teacher inaugurated his reign by introducing an unusually scientific reading book in his highest class, and by carefully locking up the cabinet of scientific apparatus bequeathed to him by his predecessor. Of course, it was my duty to recommend the use of the apparatus or the disuse of the book.

But while apparatus, as compared with the use made of it, is thus in many cases redundant, it is pleasant to see the shifts by which ingenious men supply its deficiency. I have seen a sphere of wood, turned by the village carpenter, or the roundest head in a geography class, do very effective duty as a terrestrial globe. I have seen the place of maps and diagrams efficiently filled by hand-sketches on the blackboard, or the office of this most useful public servant ably discharged by the school wall. Improvised apparatus.

Chemicals are perilous things when handled by unskilful manipulators. I have known several instances where an ex- Chemicals.

plosion of oxygen, hydrogen, and atmospheric air terminated the chemical studies in a school.

## Methods.

Old method and new method.

If organization and method be useful anywhere, surely they are in the conduct of a public school. This truth is becoming every year more apparently recognized by teachers. Of old the rule was,—*very* little method and very much *tawse*, the Scotch representative of English *birch*. The modern tendency is to invert this rule, and to minimize corporal punishment by the substitution of constant and agreeable employment, by proper classification and skilful class-teaching.

This modern tendency has by some old-fashioned people been called the normal school method, and loud regrets are occasionally heard that teachers are now trained and tied by government inspection to a servile uniformity.

How normal schools affect method.

It would seem not to be universally known yet, that there is no such thing as normal school method or inspection method. A normal school experiments on method as a single teacher does, but with knowledge of what has been done and written on the subject. It trains young teachers to be alive to the value of method, and makes them able to vary their methods to suit the circumstances of the schools in which they may be placed. But normal schools themselves are far from uniform in their methods, and perhaps there is quite as great a diversity observable among teachers trained in the same institution.

How inspectors affect it.

So, inspectors are far from being unanimous on school methods. They have the best opportunity of studying this science. Each observes for himself, and recommends the methods he sees productive of the best results. It is in this way, and not by the invention or dictation of methods, that inspection has done good service in public education. The

Uniformity impossible.

production of uniformity has wisely never been attempted, for a progressive science cannot be stereotyped.

## Reading.

Reading may be further improved.

Though decidedly improved of late years, reading in this district is not yet generally so good as it might be. It is frequently monotonous, inarticulate, and inexpressive, constituting little more than the mechanical naming of the words. The reading the children hear at home, and the way in which they are allowed to repeat psalms and catechism are great obstacles to improvement.

Its elements.

I have seen many ways of teaching the *alphabet*. The most successful is, to make the children print the letters on slate or blackboard as they learn them. This not only familiarizes them with the figure and power of the characters, but gives them their first lesson on *form*, and accustoms hand and eye to work together. In all schools that pursue this plan, reading and writing (printing in the first stage) go on *pari passu* every day.

Elementary books.

In the older school-books the *monosyllabic* lessons are unskilfully arranged, and the child is introduced to complex sounds before he has mastered the simple combinations of the letters. Such monosyllables as *strength, length, breadth, tongue, eighth, whelp, scythe,* &c. are unfit reading for a child whose last lesson was the form and power of the letter Z.

Articulat reading should be founded early.

It is at this stage that the foundation of *articulate* reading is laid by all successful teachers, for the longest word in future reading is built only of articulate monosyllables. With *easy* narratives, attention to *points* should begin. Some teachers, however, neglect this, and neglect also to insist on the observation of *points* in the repetition of psalms, catechism, and pieces of poetry learned at home.

Points and expression.

When the scholars can read books of *general information*, they ought to be able (and they generally are) to observe *printed points*. To read naturally and expressively, with due appreciation of the nature and spirit of the passsge read, is a much rarer accomplishment. This is greatly promoted by the novelty and interest of the books, and greatly retarded by the use of books that are too difficult, or old and stale. It is not to be expected that boys and girls will read with interest or spirit an incomprehensible book, or a "horrid old book" that has been drumming in their ears many months before they get it in their hands. The best teachers, and this is an almost unfailing sign of the best, are getting, as far as they can, a refreshing variety of reading-books, and the penny newspaper or cheap periodical is now frequently a welcome visitor in school. Cheap literature has given a stimulus to reading out of school as well as in it, and has induced many a working man and woman to keep up or improve the little learning they left school with.

Effect of books.

Ultimate test of reading.

As the test of reading, I have recommended that it should be as natural as speaking, and the two in the ears of a blind auditor ought to be undistinguishable. It is but seldom, however, that reading will stand this test. One seldom, in or out of school, hears the necessary music, modulation, and meaning.

Natural pauses.

*Natural* pauses, as distinguished from *printed* ones, are only beginning to be attended to in our schools. Yet, from the experiments I have made on many classes during the past year, I am sure that with very little trouble on the part of the teacher, an intelligent class will easily discover for themselves the pauses that give emphasis and expression to the reading of any understood sentence. For years this has been practised with great success in the excellent parish school of Golspie. Some recently published reading-books have the *natural pauses* marked in the poetical extracts.

Reading an imitative art.

Believing reading to be very much an imitative art, I have recommended systematic model reading by teachers to scholars. The good effect of this I have often seen exemplified. In the wild west of Sutherland I was much pleased to find last year two schools where an hour per week is devoted to this excellent practice.

## Spelling.

Spelling dependent on pronunciation.

Correct and articulate pronunciation is an important guide to correct spelling. Misspellings in dictation are often the faithful reproduction of local mispronunciations, and identify the birthplace of the writer.

The slovenly mumbling way in which psalms and catechism are often allowed to be repeated at home, in Sabbath school, and day school has already been spoken of in regard to reading. It has the same bad effect on spelling.

Writing of psalms and catechism.

As an excellent alternative to dictation, I have recommended the writing on slate of psalms and catechism from memory. This serves two essential purposes, and saves time to the teacher. It is now in pretty general operation.

Specimens.

In many of the numerous schools where I have tried it for the first time in the highest class, I have got an infinity of errors. The following will serve as examples :—"Thy will be be done on earth as *teas* in heaven," = it is ; "*in tutim tation*," = into temptation ; "*and past your gun*," = in pastures green ; "nor sitteth in *his corner chair*," = the scorner's chair ; "but placeth his *daylight*," = delight ; "nor let my *hoop* be lost," = hope ; "for *though* art with me *on the road*, and *staf thy* confert *still*," = thou, and, thy, rod, staff, me, still ; "God is a spirit *finit, internal*, and *changabl*, &c.," = infinite, eternal, unchangeable, &c., &c.

There is surely something more than spelling concerned here. What sort of *religious knowledge* is this? Where should greater precaution be taken to secure the absolute accuracy of every word committed to memory?

The systematic practice of writing psalms and catechism I got first in successful operation in the parish school of Monifieth, and many others have since learned to follow the plan.

Dictation is now taught in most of the schools. As a preparatory exercise, copying on slate from reading book has an excellent effect, and is getting into general practice. In the Elgin trades school every scholar writes on slate, and some of them are only three years old. Slate writing generally.

I have done what I could to encourage the universal practice of these modes of teaching spelling, for experience abundantly proves that the best oral instruction alone will not enable people to spell correctly on paper.

## Arithmetic.

Except in schools visited for the first time, there is less cause of complaint now about the elementary principles of arithmetic, which a few years ago were ill understood in the great majority of cases. Here, as anywhere in school instruction, the best class books will aid, but never can supply the lack of, class drill and the direct contact of the mind of the teacher with the minds of the scholars. Deprived of this, a school is an "educational dormitory." Arithmetic much improved.

At first inspections I still occasionally meet the old mode, which recognizes neither classification nor elementary drill, and simply assumes that a lad is a good arithmetician when (with the answers before him) he has contrived to stumble to the end of an arithmetic class book. Not unfrequently I find scholars apt at fractions and roots, but awkward and incorrect in the less ambitious work of ordinary business accounts. Old mode occasionally met at first inspections.

## Geography.

I observe that wherever a large proportion of the scholars learn geography, it is a good sign of a school, and seems to increase the children's intelligence in other matters. The practice of map drawing is extending, and topography is, on the whole, well taught. There is a mistake sometimes in children learning the geography of far distant countries before they know anything of their native land. In this, as in other branches, the useful is sometimes apt to be lost sight of in the pursuit of the ornamental. In one school, where the attainments are very humble, the master put historico-biographical questions to his geography class, and they were able to say where Wolsey, Shakespeare, Cromwell, &c. were born, but they had not the faintest idea who these persons were, or why they reflected fame on their birthplaces. Advantage of geography and its progress.

Rote work

In most schools of the better order, geography and history go naturally hand in hand, and the distribution of British mines, manufactures, and marts of commerce is pretty well known.

Physical geography little known.

Physical geography has made little progress. In many schools it has not yet got a footing. I have been amazed to find in how many, the scholars on looking at a map, could not distinguish *up the country* from *down the country.* They generally consider *north, up,*—and *south, down.*

I wish our common school geographies contained a few chapters on the elements of physical geography. They would be suggestive to teachers, who could, from their own reading, supplement these outlines as far as circumstances permitted. Without some knowledge of this part, the picturesque charm of geography can never be realized. With this knowledge, a well executed map becomes a living landscape. Mountain, river, and forest, fertile field and dreary wilderness, the varying types of man and beast, and plant and rock, rise before the imagination in bold perspective and vivid colours.

## Grammar.

Grammar well taught as far as parsing and analysis go, but fails to reach practical results.

Judged by the usual tests of *parsing* and *analysis,* this branch is now generally well taught; but it is only in a few superior schools that grammar yet reaches its immediate object, to wit, "the power of writing plain and clear sentences with "correct syntax, orthography, and punctuation." In the majority of schools, after much painful toil, grammar reaches nowhere and ends in nothing. The letter writing of the people is the true test of what they have got at school for their grammar fee. I wonder how many myriads begin and end their letters thus: "*i send you this feu lins to lat you no*"—"*no mor at presant but remans,*" compose them in the native Doric of their district, and superscribe them in a hieroglyphic mode that puzzles postmasters.

In schools of name I have frequently found lads that could compose Latin well, unable to write a few correct English sentences. Even the entrant students at the Aberdeen University, superior as they are in classics, are so far below the mark in this respect, that the Professor of Logic has had to establish an English grammar and composition class for first year's students. The necessity for such a class is not confined to the northmost university.

The systematic practice of English composition re-

To give grammar practical direction and real value, I have been recommending to all teachers that its study be accompanied by the regular and systematic practice of English com-

position, and I will take this as the highest test of grammatical attainments. I have never seen the good of this more clearly manifested than in the parish school of Huntly, where the highest class, which is numerous, can generally write a well expressed letter or short essay on any familiar subject. Letter writing is there regularly and systematically practised, and with results eminently creditable to Mr. M'Donald, and eminently encouraging to other teachers to adopt the plan. Of girls' schools, none is more distinguished in this respect than the Elgin infants' school, which now educates girls of all ages most successfully. In former years (the school was visited last year by Mr. Kerr), Mr. Beaumont had remarkably good composition in the Burgh school of Forfar. In the course of my last year's circuit I have found good composition in the following schools:—Banff Academy, Elgin Trades' school, Insch Parish school, Forgue Parish school, Duffus Parish school, Strichen Parish school, Strichen Female school, Fyvie Female school, Forres Female school, Old Deer Parish school, Deskford Parish school, Turriff Parish school, Aberdeen East Parish school. In others I have found some progress, in most I have had to suggest a beginning. commended. Progress of it.

Mr. Kerr and I have resolved to inquire after composition in every school, and we are hopeful that in a year or two we shall have it in all. Grammar has hitherto taught little but the names of tools; it is practice that will teach their use. All children should learn the elements of grammar from the time they can read easy narratives pretty well, and the elements of composition from the time they can write fairly.

Were this plan universally followed, it seems quite within possibility that nearly all children who have attended school with tolerable regularity may, at 12 or 13 years of age, be able to write a legible and fairly expressed letter. In the ordinary employments of life, this power, the index of much else, ranges a person in the ranks of the educated. Possible results in it.

All technical instruction in composition as well as in pronunciation, is greatly aided by the teacher using language with habitual correctness himself, avoiding with especial care all local errors and correcting them in his pupils. The correct use of language depends, indeed, more upon example than precept. Benefit of example in it

## Music.

Singing from notes is now introduced in a number of schools, singing from ear in many. When the school teacher cannot give the instruction, it is frequently given by a professional master or the parish *precentor*. The Dick Bequest Music, its progress.

trustees give now special encouragement for this branch in their schools.

Its benefits.

I cannot too strongly express my sense of the value of vocal music in a school. A school that is civilized by an Orpheus can at a glance be distinguished from one that is ruled over by a Draco.

The advantage of school music reaches beyond school. It enables the children for life to enjoy one of the purest social pleasures. It goes with them to church and helps to mend the music there.

### Infant Classes.

Infant classes and elementary subjects.

It has been my duty to check the common practice of leaving the infant classes too exclusively to the charge of casual monitors, or the youngest pupil-teachers. It is these classes, and the veriest elements of all school instruction, that most require from the teacher matured professional experience, temper, tact, and skill. And so, the ablest teachers devote daily personal attention to the youngest sections and the humblest studies in their schools.

I have the honor to be, &c.

D. Middleton.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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## Appendix.

My Dear Sir, 20 January 1862.

General progress.

I have again much pleasure in complying with your kind request, that I should give you the impression I have received from the inspection of that part of the district which has fallen to my lot during the past year.

I am glad to say, that I have been, on the whole, able to report favourably on the schools I have visited, and that where in the previous year you had singled out not a few schools for special commendation, I have been in almost all cases able to speak in the same satisfactory terms. I am convinced that, in the north of Scotland, education is making very gratifiying progress.

Benefits of inspection in remote districts.

Although your visits and mine are as far as possible alternate, I have visited a considerable number of schools twice in succession, and have thus been able to compare the second inspection with the first, and have found generally an honest, and in many cases, a successful attempt on the parts of both managers and teachers to carry out our suggestions. It is scarcely possible to over estimate the importance of this, bespeaking as it does a confidence and unity of purpose between inspector, managers, and teachers, without which our work would be very distasteful, and to a great extent useless. The benefits of inspection are more conspicuous in remote

districts, such as Orkney and Shetland, from their previous deficiency in educational appliances. I was much gratified on my last visit to these islands to find, that out of seven schools for which I had recommended important and, in some cases, expensive alterations in school-room or residence, in the case of six the alterations had been or were being made. In these islands also I visited for the first time ten schools, eight of which had never been inspected before, and I have good reason to hope for the same happy fruits. I trust that the example set by Mr. Balfour, in the erection of an excellent parish school and school-house in Shapinsay, will be followed by the surrounding proprietors.

Irregularity complained of rather than remedied.

The time at which we visit the five most northern counties is, as you know, necessarily the most unfavourable for the schools. Farm work, peat-cutting, and fishing put in their several claims, and drain off one-half, three-fourths, and, in some cases, five-sixths of the scholars. Irregularity is complained of, and alleged—sometimes, I dare say, with reason—to be inevitable. It is, however, far more common to grumble at this great drawback to school-work than to attempt to remedy it. I have been more than once told by teachers that the reason why they did not keep a register was, that the attendance was so irregular. Such teachers are not likely to remedy what they complain of. I am quite sure that the difficulty can be to some extent overcome. I cannot refrain from giving a notable instance. Some years ago the managers of the parish school of Stronsay in Orkney instructed the teacher to insist on the fees being prepaid as a check to irregularity. The consequence of this was an immediate withdrawal of all the pupils except eight or ten. The managers, however, adhered to their resolution, and the teacher worked hard with his small charge. The parents saw their folly and have never repeated it; for last summer, though Mr. Forbes, from postal difficulties, had not heard of my coming, I found, at a time when other schools were comparatively deserted, 80 pupils present, the largest and one of the best schools in Orkney. It is true that Mr. Forbes is a very superior teacher, and that other causes may have favoured the experiment, so that the same success may not be attained in all other cases; but I think it right to mention it as an expedient which may be had recourse to where the grievance complained of exists.

A possible remedy.

Writing to dictation and composition.

I have found, generally, a very marked improvement in writing to dictation and composition, though, if my expectations on this point were to be formed from the facility with which sentences are technically analysed, I should still be disappointed. Many can analyse well who make but a feeble attempt at writing a well balanced sentence. There are, however, not a few schools in which I get very respectable letters on an epitome of a story read once over. I shall continue to take special notice of this subject in future inspections I remarked, both this year and last, a great deficiency of punctuation in the Queen's scholarship examination papers I had to revise. In many very sensible papers the full stop is entirely ignored, and the comma reigns supreme.

Spelling.

There is no branch with which I have occasion to find fault so often as spelling. My reasons for attaching special importance to this branch are the following:—

1. That there is no deficiency in elementary training so difficult to rectify in later years.
2. That by systematic training *from the very first*, good spelling is a result by no means difficult to attain.

Syllabic division recommended.

And here I venture to recommend a system, which I regret to say is gradually going out of fashion, viz., spelling by syllables. I am far from saying that good spelling cannot be produced by any other means, but I do say that I always find the best spelling where the division into syllables is practised. It is obviously the simplest, and it obviously produces think-

ing. Many children can determine with satisfactory accuracy the sound of two, three, or four letters forming one syllable, who would be almost certain to make a blunder when three or four such syllables form one word, and supply one subject of thought, How many boys could spell without a mistake such a sentence as, "The boy ran home with his books from "school," who would be sure to blunder if the sentence were regarded as one word. In the one case, he makes several easy and successful efforts, in the other, he makes one miscellaneous and floundering attempt. I do not say that all possibility of error is eliminated by division into syllables. Even with syllabic division, I can conceive of such mistakes as "alotted," "faithfull," "begining," preceeding," which, however, are common to both systems, and can only be corrected by experience; but mistakes like "preception," "contunied," "furitful," which are by no means uncommon, and result simply from thoughtlessness, are scarcely possible if each syllable is taken by itself. I am quite willing to admit that, generally, more importance is to be attached to the thoroughness with which an inferior method is carried out, than to the *à priori* superiority of a different method, but that which I have ventured to recommend seems well worthy of a trial, from its self-regulative and thoughtful character.

Branches sometimes not taught.

I now and then find a school in which neither geography nor grammar is taught, the reason given being, that the parents have an objection to their children being taught these branches. I confess that I have no sympathy with such excuses. They are either not genuine, or if genuine they are invalid. I am aware that there are parents who think grammar and geography useless refinements, and object to the additional fees and books required, but unless the teacher coincide with the parents' opinion, the difficulty can be easily overcome. Considerable progress can be made in both branches without books at all. Indeed, I am not sure that the best grammar is not taught orally, while if a school be supplied with maps, and the teacher have the necessary spirit, a very fair general knowledge of geography, and such as would be useful to a working man, may be imparted without any text book, the ordinary reading book from time to time suggesting subjects of lesson. It is certainly not encouraging to teach additional branches for which no fees are paid, but a teacher whose heart is in his work will be more than repaid by the spirit infused into his classes, and by the consciousness that his school is not below the level of others. I have an instinctive suspicion of the efficiency of teachers who find in their own cases *peculiar* retarding influences, and who are prepared to explain away every deficiency.

Training of pupil-teachers in classics.

I would again urge upon both masters and pupil-teachers the importance of making classics a regular and prominent part of instruction during apprenticeship. This has always been important; it is now doubly so, since, by the Parochial Schools' Act, every appointment to a parish school must be preceded by an examination by an University board, who require a competent knowledge of classics. It is vain to expect such a knowledge from two years of miscellaneous training at a normal college, unless a good deal has been done during apprenticeship.

As to the training of apprentices, I think you will agree with me in saying that it is rare to find inefficient pupil-teachers under a vigorous and energetic master, and still rarer to find them disaffected to their master, or faithless in their work, if they are treated with good temper, sympathy, and discretion. The pupil-teacher system will be approved or condemned, according as the master is or is not true to himself and his apprentices

I am, &c.

D. Middleton, Esq.,
H. M. Inspector.

(Signed) John Kerr,
H. M. Assistant Inspector.

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* SCHOOLS *connected with the* FREE CHURCH *and other* SCHOOLS, *inspected in the* NORTH *and* EAST *of* SCOTLAND, *and in the* ORKNEY *and* SHETLAND ISLANDS.

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MY LORDS,

Schools inspected.

DURING the year to which this report relates, I have inspected 135 institutions, containing 153 schools. These are exclusive of the model and practising school connected with the Normal College in Edinburgh, which comprehends about six departments, under as many certificated teachers. My colleague, Mr. Scougall, has inspected 153 institutions, or 181 schools. In those which I inspected personally there were 15,454 children present on the days of examination; in the others the number of pupils present was 14,870, making a total of 30,324. By comparing this with the statement in my report of last year it will be seen that the number of schools is almost exactly the same, while the number of children is greater by nearly 1,200.

Pupil-teachers.

In the different schools I examined 287 pupil-teachers (with the exception of a few whose examination was superseded in consequence of their having obtained Queen's scholarships in December 1860). I also examined 115 candidates for apprenticeship. Mr. Scougall had 267 pupil-teachers under examination and 85 candidates. Fourteen days were set apart by me for collective examinations, and 11 days (besides three half-days under circumstances explained in last year's report) by Mr. Scougall. Notwithstanding the relief afforded by the collective examinations we find that a very weighty and important part of the examination of pupil-teachers and candidates has to be conducted in the several schools individually, where not only the teaching skill of the young persons has to be exhibited, but their religious knowledge is generally ascertained in the presence and with the aid of the minister.

Probability of school extension.

What has now been stated in regard to the number of schools being the same as last year, may suggest matter for consideration as to the indefinite increase which has been sometimes apprehended in the demands for government aid. It would seem as if the raising of those funds which alone can form a ground of claim for grants in aid had, in this case,

reached a limit not likely to be greatly exceeded unless new circumstances should arise to increase the general interest in the subject. And although this conclusion has reference only to that part of the community which supports the schools that I am instructed to inspect, there is no reason to suppose that other sections of the public will show a greater zeal, if at least they are dealt with on the same principles.

There is at present some difference arising from the circumstance that funds raised by local assessment above the minimum demanded by statute are counted as voluntary contributions in favour of parochial schools, though they may be, in part, paid reluctantly by those who support other schools. Even in this case, however, the contributions, if not voluntary on the part of *all* who pay them, must be voluntary on the part of the majority, and are not likely to be unreasonably large in themselves, or in respect of the aid to which they furnish a kind of title. On the whole I do not think that the prospect of an indefinite extension of grants on the present system is very formidable, at least in Scotland.

This conclusion may perhaps be made more distinct if we reverse the mode of viewing the subject. The money advanced by government is generally spoken of as aid granted to certain churches and societies to enable them to support *their* schools; but if it be allowed that it is the business of government, in the interest of the state, to promote the education of the people, the contributions of the churches and societies may be regarded as voluntary aid accorded to the government in the prosecution of this important object; and I do not apprehend that government need be deterred from seeking the attainment of the end by the prospect of the proportioned contributions of the churches, &c. being inordinately large.

### Management of Schools.

In most of the schools which I inspect the principal manager is, of course, the clergyman, assisted by those who are associated with him in the church, as elders or deacons; but occasionally we meet with other laymen who take a peculiar interest, and lend an efficient co-operation, in the affairs of the school. In one instance particularly (Helmsdale), I found the school refitted in its furniture and apparatus, and the attendance more than doubled within the last four years, chiefly by the active exertions of one lay-manager.

What is most desiderated in the management of many of our schools is a committee of ladies to counsel and encourage the schoolmistress. Since your Lordships have laid such stress

on the teaching of needlework, considerable progress has been made in that direction. I regret that the ladies, or committees of ladies, by whom this important part of education ought to be superintended and directed, are often absent from my visits of inspection, so that I am frequently under the necessity of giving an unaided judgment.

### Finance.

I have little to observe on the subject of finance which has not been anticipated in former reports.

In that part of the voluntary contributions which is raised from the locality, as distinguished from the share of the central fund, the clergyman is uniformly a contributor, and perhaps contributes indirectly more than his apparent quota, as the sum from which the necessary amount is made up is taken from money which might otherwise have increased his income. It is not wonderful that, in these circumstances, complaints should have been made.

### Premises, &c.

Though the number of schools has not increased, improvements in the premises have been made in various quarters, sometimes with the aid of Government and sometimes independently of that aid. I may refer to the Free Church school of Watten, in the county of Caithness, and to the subscription school of Gallatown, Kirkcaldy, in the county of Fife, in illustration of the former class, and to the Free Church school of Tain as a specimen of the latter. In several other schools alterations have been made in the furniture and desks, and the cause of education is so far benefited that the change is always in the direction of lately acknowledged improvements. In Highland schools the subject of offices is still imperfectly appreciated. Some progress, however, is made, I think, even in this department, although I am not sure that I ought to mention under this head the case of one school, the managers of which, in their desire to meet the wishes of Government, formed a neat wooden erection, but, with the view of preserving cleanliness, and maintaining the purity of the atmosphere in the school, placed it behind a lofty wall, so that the scholars should have no access to it unless Her Majesty's Government should command a breach in the wall to be effected.

### Scholars.

There is one circumstance connected with the progress of the pupils in our schools which I think entitled—especially

at the present time—to the consideration of the Committee of Council. I refer to the age at which the scholars leave school; and the importance of referring to it arises from the probability of some legislation taking place for Scotland as well as England, founded on data derived from England alone. In the full conviction of the purpose of Government to deal equitably between the different parts of the kingdom, I venture to express a doubt whether equity would be the result of a perfect identity of treatment.

By an inspection of last year's report (Appendix, No. 1.)—and I believe the result will be much the same on referring to the reports of other years—it will be seen that the age at which the pupils leave school is considerably different in the two countries. In Church of England schools the number of pupils above 12 years of age seems to be rather less than 10 per cent. of the whole attendance, and the average will not be *much* more than 10 per cent. if the other English schools are taken along with them, so as to embrace all the inspected schools in England. But in the Presbyterian schools of Scotland the attendance of pupils above 12 years of age is nearly 17 per cent., and in the district of my colleague, Mr. Middleton, the per-centage appears to rise to 21. By observing the districts in England (including Wales) and Scotland respectively where the difference is greatest, it may perhaps be remarked that the per-centage is smallest where abundance of manufactories afford regular employment to the young of a dense population, and largest in the more rural districts, where field operations withdraw the older children from school in the summer months, but leave them free to return in the winter.

I have the honor to be, &c.

JAMES CUMMING.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* SCHOOLS, *connected with the* FREE CHURCH, *and other* SCHOOLS, *inspected by him in the* WEST OF SCOTLAND *and in the* WESTERN ISLES.

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MY LORDS, January 1862.

I HAVE again the honor to present to your Lordships a report upon the state of the schools under inspection in my district, for the year ending 31st August 1861. In addition to my special duties connected with the training college and the Christmas examinations for certificates of merit and Queen's scholarships, I inspected and reported on 152 entire establishments, containing 225 departments under separate teachers. The number of children present on the days of inspection will be found in the general summaries (Appendix No. 1, Table No. 1) with the other statistics, &c. connected with the schools. Of the 152 schools inspected, 140 were visited with a view to the payment of annual grants, while only 12 were cases of simple inspection. During the past year I have thus been able to overtake all the annual grant cases, with the exception of three schools so situated as to require longer time than, in the circumstances, I could conveniently afford. Within the same period I have held collective examinations of pupil-teachers, candidates for apprenticeship, and assistants, at several central places in my district, and revised and reported on the written exercises. For the particulars I beg to refer to the following table.

Number of schools inspected, &c.

Collective examinations of pupil-teachers, &c.

COLLECTIVE EXAMINATIONS.

| Places. | Pupil Teachers. | | Candidates. | | Assistant Teachers. |
|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | |
| Ayr | 26 | | 4 | | 1 |
| Campbeltown | 9 | 2 | 2 | 2 | — |
| Dumbarton | 11 | 5 | 3 | 1 | — |
| Dumfries | 18 | 1 | 4 | — | — |
| Glasgow | 57 | 42 | 15 | 31 | 1 |
| Greenock | 12 | 9 | 6 | 2 | — |
| Hamilton | 23 | 2 | 7 | 2 | — |
| Kilmarnock | 19 | 4 | 8 | 4 | — |
| Lochgilphead | 5 | — | — | — | — |
| Stranraer | 13 | | 3 | — | — |
| Totals | 193 | 65 | 52 | 42 | 2 |

I may state by way of explanation that, whenever practicable, I took a school on the day appointed for the collective examination of the district; as at Ayr, Campbeltown, Dumfries, Lochgilphead, and Stranraer. Although I have thus increased the number of collective examinations, without trenching on the time necessary for the actual work of inspection, I am still in many cases obliged to conduct the examination of the pupil-teachers on the same day that has been fixed for the inspection of the school. This is a very unsatisfactory arrangement, but quite unavoidable in the county of Argyll and in the Western Isles, where the schools are few in number and scattered over a wide area.

Progress of education in Western District.

During the past year 11 schools have been added to my list. Of these nine were new schools, and two were transferred from the list of simple inspection by the appointment of certificated masters. New and very commodious premises have been erected at Catrine, Inkerman, East Gorbals, and Dunoon, and old buildings have been enlarged and much improved at Govan, Dalry, and Mulindry (Islay). In several schools considerable improvements have been made in the arrangement of the desks, &c., while in others defects are to be removed, and felt deficiencies to be supplied, as soon as the autumn vacation places the premises conveniently at the disposal of the managers. The prejudice, so generally entertained, against groups of parallel desks is now fast disappearing, and whenever a change is necessary, the arrangement recommended in your Lordships' Minutes is at once and cheerfully adopted.

## General Condition of Schools inspected.

General condition of schools inspected.

It is only on contrasting the condition of the aided and non-aided school, that one can fully estimate the value of the boon conferred on the country by the Minutes of Council. Slowly but steadily the work of improvement has advanced, till the old-fashioned school, with its unboarded floor, primitive furniture, and untrained and, comparatively speaking, ill-remunerated master, is only to be met with in the Western Isles, or the wilder and more uncultivated districts of the mainland. There, much has still to be done. But considering what has been accomplished in the island of Islay by the active energy and enlightened liberality of Mr. and Mrs. Ramsay of Kildalton, one has good reason to look forward hopefully to brighter days for the Highlands and Islands. Were his time not so fully occupied with annual grant cases, an inspector might do much to improve the condition of the non-

aided school, and in various ways. Managers are always anxious to have the benefit of his counsel, and the intelligent master, no longer regarding the inspector as one coming to spy the nakedness of the land, is ever ready to adopt the improved methods of organization and school-keeping, which even a short visit may give opportunity of indicating.

## Efficiency of Teachers.

Much has been said and written of late on the character and efficiency of teachers under the present and former systems. Some advocate the purely university training as productive of greater individuality in the teacher, while others, without undervaluing the advantages of the university, think that the special instruction of the training college is necessary to qualify the teacher for the efficient discharge of the duties of an elementary school. Both parties are equally alive to the importance of thorough training, and only differ in their estimate of the means best adapted for securing the desired end. They have equally at heart the cause of education, and it is to be regretted that a difference of opinion on a matter really of such little moment should interfere to prevent their cordial co-operation in one of such vital importance. So far as my own knowledge enables me to form a discriminating opinion, the truth seems to lie in the *juste milieu*. In the training college the student is thoroughly instructed in the principles of education, and in the most approved methods of teaching the various subjects, while frequent opportunities are afforded him of acquiring a practical knowledge of his profession in the model and practising schools connected with the college. But this is not all. Under the different lecturers he receives systematic instruction in classics, mathematics, English literature, grammar, and the other branches usually taught in an elementary school, and is thus fitted, both in theory and in practice, to enter with advantage on the active work of his profession. Thorough as this training undoubtedly is, attendance, wherever practicable, on the literary classes of the university ought to be encouraged, not so much with the view of acquiring new knowledge, as of deepening and quickening what has already been acquired. In this way the advantages of the university may be combined with those of the training college, and the student be better prepared to meet the varied requirements of the elementary school in Scotland.

Efficiency of teachers.

An experience of ten years' inspection convinces me that our schoolmasters have kept pace with the advancing intelli-

gence of the age, and are now more thoroughly educated, and in every way more highly qualified for the efficient discharge of their important duties than they formerly were. While several causes have conspired to bring about this satisfactory result, much is undoubtedly owing to the indirect as well as direct influence of your Lordships' Minutes.

## Attainments of Children.

Religious knowledge.

This indispensable branch of education continues to receive that time and attention which its importance demands. In none of the aided schools is it marked below *fair*, while in the larger number it is marked *good*, and in not a few cases *excellent*. The methods of instruction are various, and in all the text-books are the Bible and the Shorter Catechism. One of the questions set at the recent examination for certificates of merit had reference to the best method of teaching the Shorter Catechism to children. In revising the papers I was rather disappointed to find so few answer this question in a really satisfactory manner. Some proposed to commence with the abstract character of God and his relations to man, both before and after the fall, some with the creation and fall of man with its consequences, and only a few with the less abstruse, and, to a child, certainly much more intelligible questions on the duties which God requires of man, or, in other words, with the second or practical part of the catechism, leaving the first or doctrinal part to a later period, when the child's mind has become more matured and better able to comprehend the abstract character of God, &c. &c. This would in a great measure obviate the objection so often urged against teaching the catechism to children, and do more justice to a work expressly composed "to be a Directory "for catechising such as are of weaker capacity." It must be allowed, however, that in many schools of my district no subject is better taught than the catechism.

Reading.

On referring to my notes of inspection, I find that the reading in the junior division is, generally speaking, satisfactory, while in the higher classes of many schools there are still the same leading defects of monotony and want of proper expression, to which I have called attention in former reports. The importance of good reading is, I fear, not generally appreciated in the class from which a large proportion of the pupils in our elementary schools is derived. Hence the difficulty, so often experienced by the teacher, of inducing the more advanced pupils to give the requisite amount of time and attention to the subject. To be able to read is all they aim

at. Fluency, ease, emphasis, and proper expression are not felt necessities, and therefore receive little or no attention. This is much to be regretted, as a paragraph in a newspaper, now happily within the reach of all, to be intelligently understood must be read with fluency and ease. It may be added that in no branch are the evils of irregular attendance and early withdrawal more apparent than in reading.

Drill. Since the volunteer movement became so general, drill has been introduced into several schools, and with the best results. In St. John's school, Hamilton, I had the pleasure of seeing the older boys, who had been formed into a cadet corps under officers of their own selection, go through their drill under the superintendence of a serjeant of the line. The importance of such exercises cannot be over-estimated, and it is to be hoped that they will be more generally introduced into our larger schools, wherever the services of a qualified instructor can be secured.

Needle-work, &c. I am glad to be able to announce a considerable advance since the date of my last report. The number of industrial departments has steadily increased, so that few of the aided schools are now without some provision for instructing the girls in sewing and knitting.

Domestic economy. In domestic economy, however, the instruction is still almost wholly confined to reading with the senior girls some elementary work on the subject, and occasionally prescribing short essays on the more interesting and useful topics. From the difficulty experienced in establishing a simple industrial department in connexion with the mixed school, anything farther than this is, I fear, for the present at least, all but impossible in Scotland.

## Pupil-Teachers.

Pupil-teachers. I have much pleasure in again reporting favourably on the character and conduct of the apprentices in my district. With few exceptions they performed their various duties in the school in such a way as to merit fairly my commendation, while their written exercises, generally speaking, gave evidence of careful tuition, and diligent home preparation. Too little attention, however, is still paid to map-drawing and composition. In many cases they are almost wholly neglected, from a mistaken idea that the one is of but little moment, while the other will come spontaneously. Where such an erroneous impression exists it is vain to look for any improvement, and I avail myself of every opportunity of disabusing the minds of masters, and of urging on pupil-teachers the great importance of both subjects. But in several schools a contrary practice

prevails in reference to map-drawing, and with a most satisfactory result. The geography lesson is occasionally given from a map drawn by the pupil-teacher on the blackboard This interests the class, and every eye is intently fixed on the board, where the section of the country, forming the subject of the lesson, slowly emerges from the dark background, and leaves on the young mind an impression far more lively and enduring than if the places had been merely indicated on an ordinary map and in the usual way. In composition too much time has evidently been spent on the mechanical analysis, and too little on the composition of sentences. Hence I rarely find a pupil-teacher in his 3rd year, who cannot resolve any ordinary sentence into its component parts, while I as rarely meet with one in his 5th year, who can write a few consecutive sentences in an easy and natural style. Latin is beginning to be taken more frequently in the 4th and 5th years as an alternative exercise for grammar, and I hope soon to see this alternative extended to all the years of the apprenticeship. This has long been a desideratum in Scotland. In the parish school, the school equally of the rich and poor, a knowledge of Latin has always been considered a requisite in the master, while in the schools, from time to time, erected to supply the increasing educational wants of the country, a similar system has been followed, so far as circumstances would permit. Hence Latin has, from their first institution, formed an essential branch of instruction in our training colleges in Scotland.

## Reformatories.

Reformatories.

By the Act 23 & 24 Vict. c. 108., which was passed in last session of Parliament, it has been provided that all schools certified or sanctioned under Act 17 & 18 Vict. c. 74., shall, after 31st March 1861, receive inspection and public grants through the Home Office alone. Previous to the official announcement, I had inspected the institutions at Dumfries, Greenock, and Ayr, and found them in a very satisfactory condition as regards discipline, order, and instruction. The schools at Greenock and Ayr are now under the superintendence of masters, who had the advantage of being trained under the Rev. Archibald M'Callum, who has for many years conducted the boys' house of refuge, Duke Street, Glasgow, with much ability and undoubted success. The same admirable order and quiet energy, so characteristic of that institution, are conspicuous in them, and equally satisfactory results may be fairly expected. While I see the propriety of these schools being classed with reformatories, and placed under the

authority of the Home Office, I cannot but regret that it will no longer be my privilege to visit them, and record their progress from year to year.

I have the honor to be, &c.

CHARLES E. WILSON.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. THOMAS WILKINSON, A.M., *on the* EPISCOPAL CHURCH SCHOOLS *inspected by him in* SCOTLAND.

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MY LORDS, September 1861.

DURING the twelve months which have elapsed since I last had the honour of submitting a general report to your Lordships, I have visited and reported upon 97 schools, under separate teachers, containing in the aggregate 11,456 children of both sexes in the seven dioceses of the Scottish Episcopal Church, and ranging over all the counties of Scotland, except Sutherland, Caithness, Kinross, Berwick, and Haddington.

In these schools I have found 78 masters and mistresses holding certificates of merit, 19 uncertificated teachers, three assistant teachers, and 165 apprenticed pupil-teachers.

Particular accounts of each of these schools have already been communicated to their managing committees. The general results of my inspection for the same period will appear in the statistical summaries printed in the same volume with this report. (Appendix No. 1, Table No. 1.)

To these detailed statements there is, this year, little to be added in the way of observations respecting the state of elementary education throughout the district. The schools now in my schedule, the greater portion of which have been inspected by me for some years past, have gone on with comparatively little variation, and for the most part they are in a healthy and satisfactory condition.

## I.—CIRCUMSTANCES OF SCHOOLS.

School premises and apparatus.

The school buildings in my district are many of them spacious, commodious, and well lighted; not a few excellent in all respects. Generally, the apparatus is sufficient; though now and then I have to record delay in supplying new books, and here and there slates are deficient in quantity and quality.

Ventilation, offices.

Though very few schools are ill ventilated, and all the new buildings are provided with the means of perfect ventilation, I observe a general indifference on the part of teachers to the use of these valuable appliances. I have very frequently found ventilators closed, and windows I have ascertained to have been unopened for days together. On this point, and the

somewhat kindred one, viz., the supervision of offices and school-yards,—a matter delicate to speak of, but of the utmost consequence as regards health, cleanliness, decency, and the growing moral habits of the children, I have felt it my duty to give every where full warning that in all flagrant cases of neglect in this particular I shall recommend the stopping of the usual payments.

## II.—Internal Organization and Management of Schools.

Teachers.

With the general body of teachers, both male and female, there is every reason to be satisfied. As a body, they display aptitude and ability; and their patience, energy, and constant assiduous labour, under the common circumstances against which they all have to contend, deserve no light praise.

Probationers and assistant-teachers.

This new class of teachers created by your Lordships' minutes is only beginning to show itself in my district. I have only three at work in it, and I am not at present prepared to offer any opinion on this step in our educational course.

Pupil-teachers.

With the character and conduct of this now large body of young people there is on the whole good reason to be satisfied. Exceptional cases of immorality, disobedience, and incompetency appear now and then, as may reasonably be expected. Very few have been dismissed for immoral behaviour; a few have been removed for inefficiency; but the great mass remains sound, morally and intellectually.

Registers.

These, generally speaking, appear to be accurately kept, though in some schools not very neatly.

Appearance of schools.

I have now, I am happy to say, to record that the number of untidy schools is very small, though, especially where the number of children is large, there are instances to the contrary; but the general improvement in this respect is decided.

Night schools.

I have little actually to report on these. They are not yet many in number. In Dundee three very successful ones have been opened during the past year, and a very good one also at Galashiels. These have all the elements of good in them; well qualified and experienced teachers, definite organization, suitable arrangements, careful and liberal management, intelligent and earnest scholars. Their progress is marked; the tone of each cheerful and healthy, and the discipline efficient.

## III.—Separate Branches of Instruction.

Religious knowledge.

In all the schools of my district the most ample provision is made for the religious and moral training of the children. It has always been a most pleasing part of my official duty to

assist in the examination of this department, and to note, from year to year, the steady advance in that knowledge which makes wise unto salvation.

Reading. With rare exceptions, reading is at best only fair, in many schools but moderate, in some bad. Imperfect enunciation, inattention to stops, mumbling, inaudibility, are the prevailing faults.

Writing. Penmanship is the subject which is best taught; in some schools it is excellent.

Arithmetic. This is very fairly taught in a large majority of schools. The groundwork, however, is generally neglected. Except in the best schools, notation and numeration are wholly overlooked.

I wish, therefore, that I could record that the three indispensable elements of secular education, reading, writing, and arithmetic, are receiving in my district the amount of attention they deserve, and that they are most successfully taught.

Dictation and spelling. These in almost all my schools are well attended to, and the condition of the children is very satisfactory.

Geography. Except in a few of the best schools geography is taught in a dry, old-fashioned way. The length and breadth of a country, a few facts as to capes, towns, rivers, &c., comprise the whole amount of the examination, accompanied by the map being unrolled and hanging down the blackboard. Physical geography is almost wholly overlooked.

Grammar. This is taught in a very elementary way. In most schools the parts of speech are merely known; in some a simple sentence can be parsed correctly; in a very few, analysed. Still I find that boys answer very often most ungrammatically, using improper modes of speech; and some pupil-teachers rarely write sentences in which there is not some fault of grammar, and especially of punctuation; the latter is a most prevailing fault.

History. This is taught in very few schools, in a desultory manner, and unsatisfactory.

Drawing. This study is not cultivated among the schools of my district.

Music. I am happy to record that the condition of many of my schools in this branch of instruction continues to be very satisfactory, the demand for teachers possessing a knowledge of vocal and instrumental music still increasing.

Other subjects. Latin and Greek are still subjects of instruction in about half a dozen schools. What is done, however, in this way hardly deserves notice.

Industrial work. Needlework is professedly taught in almost all the schools of my district, except the poorest. In mixed schools it is not

so well done as in separate female schools. In these latter, in the opinion of competent judges, the work is done on the whole satisfactorily.

These are few in number in my district, being chiefly in the city of Edinburgh, and there the work is most carefully looked after, and the promise very good. Infant schools.

I now beg leave to lay before your Lordships a few brief statistics of the condition, &c. of the schools in each of the seven dioceses of the Scottish Episcopal Church.

It is satisfactory to record an increase in the number of schools, and a general improvement in the quality of the education in this diocese. A very important industrial school, under the immediate auspices of the bishop, and conducted by a highly certificated teacher from Durham, numbering about 200 girls, is in successful operation in the town of Aberdeen. A large boys' school in the same town has also been opened under a certificated master and the supervision of an energetic committee of management. Of the remaining 18 schools of the diocese all are going on steadily and satisfactorily. At Fraserburgh and Whiterashes very handsome schools have been erected under the auspices of Lord Saltoun and Captain Ramsay of Barra. In all their fittings and arrangements these schools are the most complete in my extensive district. Aberdeen.

There has been no increase in the number of schools in this diocese. The quality of the general instruction imparted continues to be good and sound; the teachers and their apprentices are giving general satisfaction, and are maintaining, under able supervision, the character and usefulness of their several schools. St. Andrew's, Dunkeld, and Dunblane.

In this distant diocese the schools are doing well. Nothing can be more satisfactory than the condition of the large schools of Ballachulish, Lochgilphead, Ardrishaig, Poltalloch, in each of which are highly qualified certificated teachers. In the remaining schools of Duror, Fasnacloich, North Ballachulish, and Millport, the instruction is elementary, but it is most successfully imparted. Argyll and Isles.

The chief educational interest of this diocese is centered in Dundee, where, through the efforts of many enlightened friends of education, and a most energetic body of clergymen, not only are the original large and successful schools maintaining their high character of usefulness, but large evening schools have been recently opened. Brechin.

At Lochee a large flourishing day and evening school has been opened under the best promises in a spacious new building. In the other parts of the diocese the work of education is being satisfactorily carried on. In the schools of Stranathra

and Skaterow, owing to the long-continued illness of the late incumbent, a little languor was on the occasion of my last visit perceptible. I have little doubt, however, that the anxious desire of the late excellent Mr. Ironside will be carried out by his successor, and that the two above-named schools will soon resume their former vigour and usefulness.

Edinburgh. During the past year the schools of this diocese continued to merit the active support of their patrons. There has been an increase in the number of schools, and a large accession to the number of children in attendance.

Glasgow and Galloway. Two important schools have been added to the list in this diocese, at Girvan and at Jordan Hill, near Glasgow. Except in one school I have nothing to record but what is satisfactory. In the case alluded to, I have signified to the Revd. manager that a change of teacher is indispensable.

Moray and Ross. No change of importance has taken place in this diocese since my last report. The schools, under certificated masters and judicious supervision, are going on generally satisfactorily.

I have the honor to be, &c.

T. WILKINSON.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## Appendix No. 2.

## REPORTS OF HER MAJESTY'S INSPECTORS (WITH TABLES) ON TRAINING COLLEGES.

# Appendix No. 2.

## TRAINING COLLEGES.

### TABLES.

(No. 1.)

Statement of Grants awarded to Training Colleges (with Amount subscribed by Promoters, and Total Cost) on account of—(1.) Building, Enlargement, or Improvement (see Table No. II., p. xlix., Note*). (2.) Books, Maps, and Diagrams, and Scientific Apparatus (3.) Students examined and passed; Queen's Scholars; Certificated Assistant Teachers; Lecturers; and General Expenses;—between Years 1839 and 1861, inclusive.

| | Training College. | Building, Enlargement, or Improvement. Amount granted. | Building, Enlargement, or Improvement. Amount subscribed. | Building, Enlargement, or Improvement. Total Cost. | Books, Maps, Diagrams, and Scientific Apparatus. Amount granted. | Books, Maps, Diagrams, and Scientific Apparatus. Amount subscribed.* | Books, Maps, Diagrams, and Scientific Apparatus. Total Cost. | Amounts granted on account of: Students. | Queen's Scholars. | Certificated Assistant Teachers. | Lecturers. | General Expenses (under arrangements antecedent to 1846, and not extended to other classes of schools). | Total Amount granted. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Church of England. | Cheltenham, *Male* | 4,900 0 0 | 12,497 9 6 | 17,397 9 6 | 170 17 10½ | 424 8 5¼ | 595 6 3¾ | 13,976 10 0 | 17,800 5 0 | 373 15 0 | 925 0 0 | - - - | 51,770 14 6½ |
| | „ *Female* | | | | | | | 5,688 0 0 | 7,628 6 8 | 308 0 0 | - - - | - - - | |
| | Highbury (Metropolitan), *Male* | 4,860 15 0 | 14,919 6 5 | 19,780 1 5 | 219 19 0½ | 486 3 7½ | 706 2 7¾ | 7,991 0 0 | 12,404 5 0 | 368 18 4 | 250 0 0 | - - - | 26,108 17 4½ |
| | Peterborough, *Male* | - - - | - - - | - - - | †14 0 0 | 7 13 5 | 21 13 5 | | | | | | |
| | | | | | 20 0 0¼ | 41 2 5¾ | 61 2 6 | 796 0 0 | 1,999 10 0 | 49 5 0 | - - - | - - - | 2,864 15 0¼ |
| | National Society's, at Battersea, *Male* | 3,790 0 0 | 4,194 13 6 | 7,984 13 6 | 206 1 2½ | 413 8 10 | 619 10 0½ | 16,424 0 0 | 20,297 5 0 | 406 5 0 | 475 0 0 | - - - | 41,698 11 2½ |
| | | | | | †100 0 0 | 54 6 10 | 154 6 10 | | | | | | |
| | Chelsea, St. Mark's, *Male* | 8,192 15 5 | 26,362 1 7 | 34,554 17 0 | 102 19 8½ | 205 19 7 | 308 19 3½ | 14,313 0 0 | 15,489 10 0 | 204 0 0 | 825 0 0 | - - - | 39,227 5 1½ |
| | | | | | †100 0 0 | 55 14 0 | 155 14 0 | | | | | | |
| | Whitelands, *Female* | 4,770 0 0 | 5,661 7 5 | 10,431 7 5 | 40 10 1½ | 96 14 2 | 137 4 3½ | 12,050 6 8 | 14,107 13 4 | 366 10 0 | 275 0 0 | - - - | 31,610 0 1¼ |
| | Caermarthen, *Male* | 4,845 0 0 | 9,155 15 11 | 14,000 15 11 | 14 10 9 | 28 17 5 | 43 8 2 | 3,522 0 0 | 3,793 0 0 | 95 16 8 | 450 0 0 | - - - | 13,562 14 1 |
| | | | | | †83 6 8 | 41 13 4 | 125 0 0 | ‡ 759 0 0 | | | | | |
| | Bishop's Stortford (Rochester), *Female* | 3,224 0 0 | 8,393 7 8 | 11,617 7 8 | 26 15 11 | 53 11 11 | 80 7 10 | 3,473 6 8 | 5,141 13 4 | 296 13 4 | - - - | - - - | 12,162 9 3 |
| | Brighton (Chichester), *Female* | 2,000 0 0 | 6,368 3 8 | 8,368 3 8 | 7 10 0 | 25 0 0 | 32 10 0 | 1,791 6 8 | 2,918 8 4 | 299 0 0 | - - - | - - - | 7,016 5 0 |
| | Bristol (Gloucester and Bristol, and Oxford), *Female* | 5,275 0 0 | 10,728 19 5 | 16,003 19 5 | 61 4 8¼ | 130 5 1 | 191 9 9¼ | 3,076 13 4 | 5,218 0 0 | 176 0 0 | - - - | - - - | 13,806 18 0¼ |
| | Caernarvon, *Male* | 2,150 0 0 | 3,257 19 10 | 5,407 19 10 | 83 5 7 | 179 16 7 | 263 2 2 | 2,353 13 4 | 2,036 5 0 | 58 15 0 | 175 0 0 | - - - | 6,856 18 11 |
| | Chester, *Male* | 3,762 6 8 | 7,276 1 10 | 11,038 8 6 | 37 8 4¾ | 99 12 8 | 137 1 0¾ | 6,190 0 0 | 7,345 15 0 | 155 18 4 | 550 0 0 | - - - | 18,041 8 4¾ |
| | Chichester, *Male* | 1,171 0 0 | 3,760 1 10 | 4,931 1 10 | 52 13 1½ | 27 16 7 | 80 9 8½ | 1,746 0 0 | 2,986 5 0 | - - - | - - - | - - - | 5,955 18 1½ |
| | Culham (Oxford), *Male* | 6,000 0 0 | 13,233 4 0 | 19,233 4 0 | 83 9 6 | 166 19 1 | 250 8 7 | 5,005 0 0 | 7,384 15 0 | 259 15 0 | 275 0 0 | - - - | 19,031 11 2 |
| | | | | | †23 11 8 | 11 15 11 | 35 7 7 | | | | | | |
| | Derby (Lichfield), *Female* | 2,000 0 0 | 4,680 5 0 | 6,680 5 0 | 92 19 2½ | 193 11 2 | 286 10 4½ | 2,600 13 4 | 3,561 11 8 | 318 0 0 | - - - | - - - | 8,573 4 2½ |
| | Diocesan, at Durham, *Male* | 2,930 15 0 | 4,022 10 11¾ | 6,953 5 11¾ | 65 3 0¼ | 198 6 8¾ | 263 9 9 | 5,189 0 0 | 7,055 10 0 | - - - | 75 0 0 | - - - | 15,335 4 8¼ |
| | | | | | †19 16 8 | 9 18 4 | 29 15 0 | | | | | | |
| | „ *Female* | 2,645 0 0 | 3,859 15 0 | 6,504 15 0 | 7 5 9½ | 14 11 7 | 21 17 4½ | 900 13 4 | 1,744 15 0 | 29 3 4 | - - - | - - - | 5,326 17 5½ |
| | Exeter, *Male* | 2,000 0 0 | 7,657 5 9 | 9,657 5 9 | 25 13 4¾ | 52 4 8 | 77 18 0¾ | 4,482 0 0 | 5,902 5 0 | - - - | - - - | - - - | 12,409 18 4¾ |
| | Norwich, *Female* | 1,304 10 0 | 2,422 12 5 | 3,727 2 5 | 4 2 5¾ | 8 4 11 | 12 7 4¾ | 2,022 0 0 | 3,408 0 0 | 151 3 4 | - - - | - - - | 6,889 15 9¾ |
| | Salisbury, *Female* | 2,500 0 0 | 6,372 16 10 | 8,872 16 10 | 52 18 4½ | 126 2 10 | 179 1 2½ | 4,532 0 0 | 5,483 5 0 | 203 0 0 | 275 0 0 | - - - | 13,046 3 4½ |
| | Saltley (Worcester), *Male* | 6,313 8 2 | 10,044 15 5 | 16,358 3 7 | 173 4 7¾ | 347 19 2 | 521 3 9¾ | 4,973 10 0 | 8,663 5 0 | 156 5 0 | 250 0 0 | - - - | 20,529 12 9¾ |
| | Truro (Exeter), *Female* | 1,500 0 0 | 1,500 0 0 | 3,000 0 0 | 6 0 11¾ | 12 1 10 | 18 2 9¾ | 522 0 0 | 975 0 0 | 81 0 0 | - - - | - - - | 3,084 0 11¾ |
| | Warrington (Chester), *Female* | 3,890 0 0 | 2,240 19 0 | 6,130 19 0 | 5 6 8 | 10 13 4 | 16 0 0 | 6,124 13 4 | 8,554 10 0 | 161 0 0 | - - - | - - - | 18,735 10 0 |
| | Winchester, *Male* | - - - | - - - | - - - | 45 8 3½ | 90 16 6 | 136 4 9½ | 2,475 0 0 | 3,634 0 0 | - - - | 75 0 0 | - - - | 6,229 18 3½ |
| | York (York and Ripon), *Male* | 4,975 0 0 | 7,708 15 5 | 12,683 15 5 | 123 10 9½ | 247 1 8 | 370 12 5¼ | 8,082 10 0 | 10,828 10 0 | 377 10 0 | 650 0 0 | - - - | 30,188 4 1¼ |
| | „ *Female* | | | | | | | 2,305 6 8 | 2,781 16 8 | 64 0 0 | - - - | - - - | |
| British and Foreign School Society's, in Borough Road, Southwark, *Male* | | 5,103 7 6 | 16,536 15 3 | 21,640 2 9 | 6 6 8 | 12 13 5 | 19 0 1 | 8,058 16 8 | 11,009 3 4 | 196 5 0 | 450 0 0 | - - - | 34,532 9 11 |
| „ „ „ *Female* | | | | | †100 0 0 | 49 1 5 | 149 1 5 | 3,988 3 3 | 5,540 7 6 | 80 0 0 | - - - | - - - | |
| „ „ at Stockwell, Surrey, *Female* | | 5,100 0 0 | 14,338 14 4 | 19,438 14 4 | - - - | - - - | - - - | - - - | 307 0 0 | - - - | - - - | - - - | 5,407 0 0 |
| „ „ at Bangor, *Male* | | - - - | - - - | - - - | 13 16 6 | 27 13 1 | 41 9 7 | 727 0 0 | 1,420 5 0 | - - - | - - - | - - - | 2,161 1 6 |
| Wesleyan, in Horseferry Road, Westminster, *Male* | | 5,049 10 0 | 33,101 9 3 | 38,150 19 3 | 220 17 1 | 809 2 8 | 1,029 19 9 | 7,259 0 0 | 10,548 5 0 | 173 0 0 | 1,050 0 0 | - - - | 30,847 8 9 |
| „ „ „ *Female* | | | | | †100 0 0 | 50 0 0 | 150 0 0 | 2,570 0 0 | 3,876 16 8 | - - - | - - - | - - - | |
| Home and Colonial School Society's, in Gray's Inn Road, Holborn, *Female* | | 6,000 0 0 | 1,600 0 0 | 7,600 0 0 | 11 0 0½ | 29 18 3 | 40 18 3½ | 16,601 6 8 | 13,411 18 4 | 415 0 0 | - - - | - - - | 31,449 5 0½ |
| | | | | | †10 0 0 | 6 16 9 | 16 16 9 | | | | | | |
| Roman Catholic, at Hammersmith, *Male* | | 3,900 0 0 | 9,630 0 8 | 13,530 0 8 | 9 1 8 | 26 12 4 | 35 14 0 | 2,199 0 0 | 3,535 0 0 | 222 15 0 | - - - | - - - | 9,865 16 8 |
| St. Leonard's-on-Sea, *Female* | | - - - | - - - | - - - | 16 0 0 | 39 10 5 | 55 10 5 | 1,344 0 0 | 2,545 15 0 | 200 0 0 | - - - | - - - | 4,105 15 0 |
| Liverpool, Mount Pleasant, *Female* | | - - - | - - - | - - - | 49 6 0¼ | 107 13 1 | 156 19 1¼ | 2,492 13 4 | 4,443 13 4 | 94 0 0 | - - - | - - - | 7,092 16 8¼ |
| | | | | | †13 4 0 | 6 12 1 | 19 16 1 | | | | | | |
| Church of Scotland, at Edinburgh, *Male* | | 4,255 0 0 | 4,799 4 7½ | 9,054 4 7½ | 16 18 7½ | 33 17 4 | 50 15 11½ | 6,961 0 0 | 10,413 15 0 | - - - | 550 0 0 | - - - | 32,014 4 1½ |
| „ *Female* | | | | | †92 18 10 | 58 2 9 | 151 1 7 | 4,362 6 8 | 5,362 5 0 | - - - | - - - | - - - | |
| Glasgow, *Male* | | 7,592 8 0 | 9,900 3 3 | 17,492 11 3 | 4 19 5 | 4 19 5 | 9 18 10 | 6,045 10 0 | 7,418 2 6 | 158 2 6 | 175 0 0 | - - - | 27,110 12 9 |
| „ *Female* | | | | | †195 2 0 | 100 17 3 | 295 19 3 | 2,835 6 8 | 2,686 1 8 | - - - | - - - | - - - | |
| Free Church in Scotland, at Edinburgh, *Male* | | 4,492 10 0 | 7,369 11 0 | 11,862 1 0 | 154 17 3¾ | 369 0 4 | 523 17 7¾ | 12,296 6 8 | 14,499 15 0 | 102 10 0 | 1,050 0 0 | - - - | 43,358 10 1¾ |
| „ *Female* | | | | | †100 0 0 | 54 15 6 | 154 15 6 | 5,175 17 10 | 5,476 13 4 | 10 0 0 | - - - | - - - | |
| Glasgow, *Male* | | 3,000 0 0 | 7,098 7 6 | 10,098 7 6 | 58 5 10½ | 106 11 10 | 164 17 8½ | 7,360 0 0 | 8,888 5 0 | 20 12 6 | 875 0 0 | - - - | 28,172 18 8½ |
| „ *Female* | | | | | †86 16 0 | 43 8 1 | 130 4 1 | 4,759 17 8 | 3,124 1 8 | - - - | - - - | - - - | |
| Episcopal Church in Scotland, at Edinburgh (Minto House), *Male* | | - - - | - - - | - - - | 6 17 1¾ | 13 14 4 | 20 11 5¾ | 1,175 4 0 | 1,390 15 0 | 50 0 0 | - - - | - - - | 2,622 16 1¾ |
| National School Society | | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | 18,000 0 0 | 18,000 0 0 |
| British and Foreign School Society | | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | 13,500 0 0 | 13,500 0 0 |
| Church of Scotland | | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | - - - | 10,750 0 0 | 10,750 0 0 |
| Total | | 129,492 5 9 | 280,692 14 3¼ | 410,185 0 0¼ | 3,336 1 8½ | 5,813 13 0¼ | 9,149 14 8¾ | 234,576 12 9 | 305,041 13 4 | 6,681 18 4 | 9,675 0 0 | 42,250 0 0 | 731,053 11 10½ |

* Only such subscriptions appear here as have been raised to meet Government Grants. A much larger sum has been expended upon items under this head to which the Government Grants have *not* extended. † Grants for Scientific Apparatus. ‡ Grants on account of Scholars holding Exhibitions.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

| | TRAINING COLLEGE. | Number of Officers. | | Number of Students resident in December 1861. | | | Number who quitted the College at the end of 1861. | Number of new Admissions in 1862. | Number of Students resident in March 1862. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In College (including Principal). | In Practising School (exclusive of Pupil-teachers). | Queen's Scholars. | Others. | Total. | | | Queen's Scholars. | Others. | Total. |
| Church of England. | Cheltenham, *Male* | 10 | 2 | 97 | 4 | 101 | 56 | 53 | 92 | 6 | 98 |
| | „ *Female* | | | 56 | 4 | 60 | 33 | 32 | 58 | 1 | 59 |
| | Highbury (Metropolitan), *Male* | 9 | 1 | 78 | 1 | 79 | 44 | 49 | 84 | — | 84 |
| | Peterborough, *Male* | 4 | 1 | 40 | 10 | 50 | 32 | 28 | 43 | 3 | 46 |
| | National Society's, at Battersea, *Male* | 9 | 1 | 103 | — | 103 | 49 | 39 | 91 | 2 | 93 |
| | National Society's, at Chelsea, St. Mark's, *Male* | 12 | 1 | 96 | 8 | 104 | 53 | 57 | 101 | 7 | 108 |
| | National Society's, at Whitelands, *Female* | 8 | 4 | 107 | — | 107 | 51 | 53 | 109 | — | 109 |
| | National Society's, at Caermarthen, *Male* | 5 | 1 | 39 | 8 | 47 | 25 | 6 | 24 | 4 | 28 |
| | Diocesan, at Bishop's Stortford (Rochester), *Female* | 6 | 2 | 53 | 2 | 55 | 34 | 35 | 56 | — | 56 |
| | Diocesan, at Brighton (Chichester), *Female* | 8 | 2 | 46 | 1 | 47 | 25 | 27 | 44 | 5 | 49 |
| | Diocesan, at Bristol (Gloucester and Bristol, and Oxford), *Female* | 8 | 2 | 79 | — | 79 | 44 | 45 | 79 | 1 | 80 |
| | Diocesan, at Caernarvon, *Male* | 5 | — | 17 | 18 | 35 | 22 | 14 | 12 | 15 | 27 |
| | Diocesan, at Chester, *Male* | 9 | 1 | 51 | 3 | 54 | 35 | 23 | 40 | 2 | 42 |
| | Diocesan, at Chichester, *Male* | 5 | 1 | 24 | 2 | 26 | 13 | 6 | 18 | 1 | 19 |
| | Diocesan, at Culham (Oxford), *Male* | 6 | 1 | 52 | 17 | 69 | 44 | 50 | 61 | 14 | 75 |
| | Diocesan, at Derby (Lichfield), *Female* | 6 | 1 | 36 | 5 | 41 | 21 | 22 | 42 | — | 42 |
| | Diocesan, at Durham, *Male* | 5 | — | 48 | — | 48 | 23 | 27 | 52 | — | 52 |
| | Diocesan, at „ *Female* | 6 | 1 | 37 | 1 | 38 | 12 | 20 | 45 | 1 | 46 |
| | Diocesan, at Exeter, *Male* | 5 | 1 | 34 | 2 | 36 | 24 | 31 | 38 | 5 | 43 |
| | Diocesan, at Lincoln, *Female* | 4 | 1 | — | — | — | — | 40 | 36 | 4 | 40 |
| | Diocesan, at Norwich, *Female* | 7 | 2 | 40 | 9 | 49 | 24 | 25 | 40 | 10 | 50 |
| | Diocesan, at Salisbury, *Female* | 6 | 1 | 66 | 1 | 67 | 37 | 36 | 65 | 1 | 66 |
| | Diocesan, at Saltley (Worcester), *Male* | 8 | 1 | 75 | 7 | 82 | 43 | 44 | 78 | 5 | 83 |
| | Diocesan, at Truro (Exeter), *Female* | 7 | 1 | 24 | 7 | 31 | 20 | 21 | 25 | 7 | 32 |
| | Diocesan, at Warrington (Chester), *Female* | 9 | 2 | 100 | — | 100 | 62 | 64 | 100 | 2 | 102 |
| | Diocesan, at Winchester, *Male* | 6 | 1 | 21 | 1 | 22 | 15 | 13 | 16 | 4 | 20 |
| | Diocesan, at York (York and Ripon), *Male* | 7 | 1 | 77 | 1 | 78 | 51 | 49 | 75 | 1 | 76 |
| | Diocesan, at „ „ *Female* | 5 | 1 | 28 | 4 | 32 | 23 | 23 | 27 | 5 | 32 |
| | British and Foreign School Society's, in Borough Road, Southwark, *Male* | 7 | 1 | 72 | 1 | 73 | 51 | 73 | 94 | 1 | 95 |
| | „ „ at Stockwell, Surrey, *Female* | 6 | 2 | 62 | 11 | 73 | 52 | 78 | 96 | 3 | 99 |
| | „ „ at Bangor, *Male* | 4 | 1 | 19 | 1 | 20 | 20 | 32 | 19 | 13 | 32 |
| | Wesleyan, in Horseferry Road, Westminster, *Male* | 14 | 2 | 66 | 4 | 70 | 40 | 42 | 71 | 1 | 72 |
| | „ „ „ *Female* | | | 43 | 7 | 50 | 33 | 35 | 48 | 4 | 52 |
| | Home and Colonial School Society's, in Gray's Inn Road, *Female* | 17 | 2 | 133 | 3 | 136 | 88 | 92 | 139 | 1 | 140 |
| | Roman Catholic, at Hammersmith, *Male* | 7 | 1 | 29 | 2 | 31 | 22 | 41 | 42 | 8 | 50 |
| | Roman Catholic, at St. Leonard's-on-Sea, *Female* | 10 | 1 | 28 | 5 | 33 | 22 | 21 | 26 | 6 | 32 |
| | Roman Catholic, at Liverpool, Mount Pleasant, *Female* | 10 | 1 | 61 | 7 | 68 | 37 | 39 | 69 | 1 | 70 |
| | Church of Scotland, at Edinburgh, *Male* | 5 | 1 | 82 | 10 | 92 | 49 | 59 | 87 | 15 | 102 |
| | Church of Scotland, at „ *Female* | | | 60 | 32 | 92 | 50 | 61 | 75 | 28 | 103 |
| | Church of Scotland, at Glasgow, *Male* | 7 | 4 | 60 | 14 | 74 | 43 | 55 | 79 | 7 | 86 |
| | Church of Scotland, at „ *Female* | | | 33 | 21 | 54 | 31 | 42 | 32 | 33 | 65 |
| | Free Church in Scotland, at Edinburgh, *Male* | 10 | 7 | 97 | 5 | 102 | 54 | 56 | 103 | 1 | 104 |
| | Free Church in Scotland, at „ *Female* | | | 60 | 26 | 86 | 45 | 51 | 80 | 12 | 92 |
| | Free Church in Scotland, at Glasgow, *Male* | 11 | 4 | 77 | 14 | 91 | 58 | 62 | 78 | 17 | 95 |
| | Free Church in Scotland, at „ *Female* | | | 29 | 35 | 64 | 37 | 66 | 35 | 58 | 93 |
| | Episcopal Church in Scotland, at Edinburgh (Minto House), *Male* | 3 | 1 | 13 | 7 | 20 | 16 | 4 | 7 | 1 | 8 |
| | Total | 296 | 62 | 2,548 | 321 | 2,869 | 1,663 | 1,841 | 2,731 | 316 | 3,047 |

(No. 3.)

## Table showing Income and Expenditure of Training Colleges, for Year ending 31 December 1861.

### Income.

| | Training College. | From Government, on account of: Certificated Students. | Queen's Scholars.* | Certificated Assistant Teachers (Augmentation Grants). | Lecturers. | Books and Apparatus. | Total. | From Local Sources: Endowment. | Annual Subscriptions, or special Donations. | Grants from Diocesan or other Boards. | Fees of Students (paid by themselves, their Relations or private Patrons). | Exhibitions founded by Diocesan Boards, or other Public Bodies. | Exhibitions founded by private Patrons. | Collections in Churches. | From other Sources. | Total. | Total Income, including Government Grants. | Contributions to Building Fund, and other extra Expenses, *not* current. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Church of England. | Cheltenham, *Male* | 1,717 0 0 | 2,527 5 0 | 36 0 | 300 0 0 | 24 0 5¾ | 4,598 5 5¾ | - - | 172 15 10 | - - - | 51 0 0 | - - - | - - - | - - | 43 0 9 | 266 16 7 | 4,865 2 0¾ | - - - |
| | „ *Female* | 706 13 4 | 1,107 5 0 | 40 0 0 | - - - | - - - | 1,853 18 4 | - - | 115 3 11 | - - - | 22 14 0 | - - - | - - - | - - | 28 0 0 | 165 17 11 | 2,019 16 3 | - - - |
| | Peterborough | 1,351 0 0 | 2,023 0 0 | 43 0 0 | 175 0 0 | 32 1 5 | 3,624 1 5 | - - | 793 15 6 | - - - | - - - | - - - | - - - | 98 8 7 | 52 0 0 | 944 4 1† | 4,568 5 6 | - - - |
| | National Society's, at Battersea | 592 0 0 | 960 10 0 | 38 0 0 | - - - | - - - | 1,590 10 0 | - - | 288 0 0 | 100 0 0 | 154 0 0 | - - - | - - - | - - | 276 13 2 | 818 13 2 | 2,409 3 2 | 4,000 0 0 |
| | Chelsea, St. Mark's | 1,783 0 0 | 2,855 0 0 | 55 0 0 | 100 0 0 | 40 13 6 | 4,813 13 6 | - - | 247 6 3 | 800 0 0 | - - - | - - - | - - - | - - | 11 8 0 | 1,058 14 3 | 5,872 7 9 | - - - |
| | Whitelands | 1,753 0 0 | 2,567 0 0 | 25 0 0 | 275 0 0 | 43 1 2¾ | 4,663 1 2¾ | - - | 162 2 6 | 1,500 0 0 | 55 0 0 | - - - | - - - | - - | - - - | 1,717 2 6 | 6,380 3 8¾ | - - - |
| | Caermarthen | 1,483 0 0 | 2,127 15 0 | 50 0 0 | 100 0 0 | - - - | 3,760 15 0 | - - | 99 3 6 | 575 0 0 | 5 16 0 | - - - | - - - | 12 0 0 | 581 12 2 | 1,273 11 8 | 5,034 6 8 | 54 2 0 |
| | Diocesan, at Bishop's Stortford (Rochester) | 494 0 0 | 902 0 0 | 25 0 0 | 175 0 0 | - - - | 1,596 0 0 | - - | 126 8 0 | 545 0 0 | 125 18 0 | 20 0 0 | 15 0 0 | - - | 0 4 6 | 832 10 6 | 2,428 10 6 | 2,234 3 0 |
| | Brighton (Chichester) | 637 6 8 | 1,101 5 0 | 37 0 0 | - - - | - - - | 1,775 11 8 | - - | 475 15 0 | - - - | 28 0 0 | - - - | - - - | - - | - - - | 503 15 0 | 2,279 6 8 | - - - |
| | Bristol (Gloucester and Bristol, and Oxford) | 450 13 4 | 844 0 0 | 50 0 0 | - - - | - - - | 1,344 13 4 | - - | 190 12 0 | - - - | 33 15 0 | - - - | - - - | 6 13 9 | 63 13 0 | 294 13 9 | 1,639 7 1 | - - - |
| | Caernarvon | 961 6 8 | 1,537 5 0 | 46 0 0 | - - - | 5 3 8 | 2,549 15 4 | - - | 293 16 6 | - - - | - - - | - - - | - - - | - - | - - - | 293 16 6 | 2,843 11 10 | - - - |
| | Chester | 400 0 0 | 436 15 0 | 25 0 0 | 100 0 0 | 12 13 4 | 974 8 4 | - - | 122 2 6 | 400 0 0 | 252 2 6 | - - - | - - - | 31 14 6 | - - - | 805 19 6 | 1,780 7 10 | - - - |
| | Chichester | 944 0 0 | 1,280 0 0 | 15 0 0 | 100 0 0 | 6 17 2¼ | 2,345 17 2¼ | - - | - - - | 382 11 8 | 20 0 0 | - - - | 37 10 0 | - - | 17 0 0 | 457 1 8 | 2,802 18 10¼ | - - - |
| | Culham (Oxford) | 405 0 0 | 610 5 0 | - - - | - - - | - - - | 1,015 5 0 | - - | 260 17 0 | - - - | 35 0 0 | - - - | - - - | - - | - - - | 295 17 0 | 1,311 2 0 | 30 0 0 |
| | Derby (Lichfield) | 1,139 0 0 | 1,495 0 0 | 52 10 0 | - - - | 17 12 1 | 2,704 2 1 | - - | 20 0 0 | 220 0 0 | 173 0 0 | 55 0 0 | 25 0 0 | - - | - - - | 493 0 0 | 3,197 2 1 | - - - |
| | Durham, *Male* | 480 13 4 | 707 5 0 | 52 0 0 | - - - | 14 4 7¾ | 1,254 2 11¾ | - - | 234 15 0 | 57 19 0 | 65 0 0 | 10 0 0 | 15 0 0 | - - | 87 3 0 | 469 17 0 | 1,723 19 11¾ | 450 1 0 |
| | „ *Female* | 839 0 0 | 1,227 10 0 | - - - | 75 0 0 | 19 1 8½ | 2,160 11 8½ | 20 7 5 | 385 15 0 | 25 0 0 | 5 15 0 | - - - | - - - | - - | 238 11 1½ | 675 8 6½ | 2,836 0 3 | - - - |
| | Exeter | 537 6 8 | 730 0 0 | 15 0 0 | - - - | - - - | 1,282 6 8 | - - | 255 0 0 | 15 0 0 | 19 8 0 | - - - | - - - | - - | - - - | 289 8 0 | 1,571 14 8 | - - - |
| | Norwich | 770 0 0 | 952 15 0 | - - - | - - - | - - - | 1,722 15 0 | 100 0 0 | - - - | 215 6 10‡ | 40 18 0 | - - - | - - - | - - | - - - | 356 4 10 | 2,078 19 10 | - - - |
| | Salisbury | 502 0 0 | 774 15 0 | 47 0 0 | - - - | - - - | 1,323 15 0 | - - | 242 4 0 | 22 0 0 | 175 8 0 | 12 12 0 | - - - | - - | - - - | 452 4 0 | 1,775 19 0 | - - - |
| | Saltley (Worcester) | 743 6 8 | 1,236 15 0 | 36 0 0 | 100 0 0 | 24 18 4½ | 2,141 0 0½ | - - | - - - | 256 17 0½ | 12 0 0 | - - - | - - - | - - | 72 3 2 | 341 0 2½ | 2,482 0 3 | - - - |
| | Truro (Exeter) | 1,313 0 0 | 1,878 10 0 | - - - | 175 0 0 | 39 5 10½ | 3,405 15 10½ | - - | 386 12 0 | 20 0 0 | 184 16 7 | - - - | 15 0 0 | - - | 38 1 6 | 644 10 1 | 4,050 5 11½ | 75 14 6 |
| | Warrington (Chester) | 207 6 8 | 400 10 0 | 26 0 0 | - - - | 6 0 11⅛ | 639 17 7⅛ | - - | 67 18 0 | 94 0 0 | 154 4 0 | - - - | - - - | - - | 10 11 6 | 326 13 6 | 966 11 1¾ | 20 10 0 |
| | Winchester | 1,147 6 8 | 1,861 5 0 | 26 0 0 | - - - | - - - | 3,034 11 8 | 20 0 0 | - - - | - - - | - - - | - - - | - - - | - - | - - - | 20 0 0 | 3,054 11 8 | - - - |
| | York (York and Ripon), *Male* | 300 0 0 | 543 0 0 | - - - | 75 0 0 | 5 12 9½ | 923 12 9½ | - - | 306 1 0 | 50 0 0 | 85 15 0 | - - - | - - - | - - | - - - | 502 0 0 | 1,425 12 9½ | 4,863 0 0 |
| | „ „ *Female* | 1,151 0 0 | 1,966 0 0 | 6 17 6 | 175 0 0 | - - - | 3,298 17 6 | - - | - - - | 207 1 11 | 19 2 2 | 12 10 0 | - - - | - - | 60 4 0 | 238 14 1 | 3,537 11 7 | - - - |
| | British and Foreign School Society's, in Borough Road, Southwark | 358 13 4 | 552 15 0 | - - - | - - - | - - - | 911 8 4 | - - | - - - | 217 5 2 | 57 10 0 | - - - | - - - | - - | 18 18 0 | 293 13 2 | 1,205 1 6 | - - - |
| | „ „ at Stockwell, Surrey | 1,683 13 4 | 2,604 15 0 | 31 0 0 | 200 0 0 | - - - | 4,519 8 4 | - - | 603 6 9 | - - - | 33 10 0 | - - - | - - - | - - | - - - | 636 16 9 | 5,156 5 1 | 2,496 6 3 |
| | „ „ at Bangor | - - - | 307 0 0 | - - - | - - - | - - - | 307 0 0 | - - | 365 11 3 | - - - | 100 5 0 | - - - | - - - | - - | - - - | 465 16 3 | 772 16 3 | - - - |
| | Wesleyan, in Horseferry Road, Westminster | 238 0 0 | 477 0 0 | - - - | - - - | 7 19 3½ | 772 19 3½ | - - | 57 0 0 | - - - | 8 0 0 | - - - | 15 0 0 | 46 9 0 | - - - | 126 9 0 | 899 8 3½ | - - - |
| | Home and Colonial School Society's, in Gray's Inn Road | 1,658 0 0 | 2,566 5 0 | 50 0 0 | 200 0 0 | 30 4 6 | 4,504 9 6 | - - | - - - | - - - | 261 5 0 | - - - | - - - | - - | 142 0 0 | 403 5 0 | 4,907 14 6 | - - - |
| | Roman Catholic, at Hammersmith | 1,731 0 0 | 2,558 0 0 | 87 0 0 | - - - | - - - | 4,376 0 0 | - - | 1,226 2 3 | - - - | 56 16 10 | - - - | - - - | - - | 5 1 3 | 1,288 0 4 | 5,664 0 4 | 15 0 0 |
| | St. Leonard's-on-Sea | 567 0 0 | 790 0 0 | 38 15 0 | - - - | - - - | 1,395 15 0 | - - | - - - | 1,750 0 0 | 5 15 4 | - - - | - - - | - - | 65 10 4 | 1,821 5 8§ | 3,217 0 8 | - - - |
| | Liverpool (Mount Pleasant) | 409 0 0 | 561 10 0 | 47 0 0 | - - - | 16 0 0 | 1,033 10 0 | - - | 496 18 0 | 203 0 0 | 263 13 9 | - - - | - - - | - - | - - - | 963 11 9 | 1,997 1 9 | 34 4 10 |
| | Church of Scotland, at Edinburgh | 727 6 8 | 1,135 10 0 | 16 0 0 | - - - | 8 17 3½ | 1,887 13 11¾ | - - | - - - | 247 0 0 | 70 5 2 | - - - | - - - | - - | 306 13 9 | 623 18 11 | 2,511 12 10¾ | - - - |
| | Glasgow | 1,994 0 0 | 3,161 10 0 | - - - | 175 0 0 | - - - | 5,270 10 0 | - - | - - - | 250 0 0 | 327 14 6 | - - - | - - - | - - | - - - | 577 14 6 | 5,848 4 6 | - - - |
| | Free Church in Scotland, at Edinburgh | 1,652 0 0 | 2,191 10 0 | - - - | 100 0 0 | 95 2 0 | 4,038 12 0 | - - | - - - | - - - | 15 5 0 | - - - | - - - | 250 0 0 | - - - | 265 5 0 | 4,303 17 0 | - - - |
| | Glasgow | 2,510 0 0 | 3,772 5 0 | 65 0 0 | 100 0 0 | 43 11 9 | 6,490 16 9 | - - | - - - | - - - | 52 10 0 | - - - | 72 10 0 | - - | 298 2 7 | 423 2 7 | 6,913 19 4 | - - - |
| | Episcopal Church in Scotland, at Edinburgh (Minto House) | 1,952 0 0 | 2,580 10 0 | - - - | 100 0 0 | - - - | 4,632 10 0 | - - | - - - | - - - | 76 2 6 | - - - | 42 10 0 | - - | 698 5 3 | 816 17 9 | 5,449 7 9 | - - - |
| | Total | 281 0 0 | 363 10 0 | 25 0 0 | - - - | - - - | 618 10 0 | - - | 227 8 4 | 100 0 0 | 28 4 0 | - - - | - - - | 12 8 3 | 12 0 0 | 380 0 7 | 1,004 11 7 | - - - |
| | | 38,569 13 4 | 58,193 10 0 | 1,100 2 6 | 2,800 0 0 | 493 2 1½ | 101,156 7 11¼ | 140 7 5 | 8,222 10 1 | 8,253 1 7½ | 3,075 9 4 | 110 2 0 | 237 10 0 | 457 14 1 | 3,126 17 0½ | 23,623 11 7 | 124,779 19 6½ | 14,273 1 7 |

(*continued*)

### Expenditure.

| | Training College. | Tuition. | Board of all Residents. | Washing of Students. | Wages of Servants. | Fuel and Lights. | Other House-keeping Expenses. | Medical Attendance. | Books and Apparatus. | Rent. | Rates, Taxes, and Insurances. | Garden, Farm House, &c. | Other current Expenses. | Total. | Building and other Expenses, *not* included in current Expenses. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Church of England. | Cheltenham, *Male* | 1,110 16 0 | 1,782 18 4 | 149 14 0 | 83 11 3 | 160 1 1 | - - - | 12 10 0 | 109 7 0 | 19 0 1 | 135 13 6 | 20 12 0 | 108 4 10 | 3,692 8 1 | 134 7 0 |
| | „ *Female* | 580 0 0 | 619 2 2 | 92 5 10 | 37 11 3 | 50 18 10 | - - - | 12 10 0 | 28 8 2 | 145 5 3 | 31 5 3 | 11 0 0 | 64 6 8 | 1,672 13 5 | 102 7 10 |
| | Peterborough | 569 11 8 | 981 3 2 | 66 2 4 | 108 8 6 | 105 6 11 | 102 8 0 | 16 2 0 | 32 10 10 | 148 0 0 | 28 4 10 | 4 14 8 | 65 3 6 | 2,227 16 5 | 85 5 5 |
| | National Society's, at Battersea | 1,310 0 0 | 2,163 2 8 | 326 18 5 | 188 18 9 | 264 10 0 | 152 5 5 | 50 0 0 | 115 8 0 | 223 3 4 | 184 12 10 | 93 16 9 | 261 7 5 | 5,334 3 7 | 13 4 6 |
| | Chelsea, St. Mark's | 1,595 0 0 | 2,139 17 1 | 256 6 7 | 173 15 8 | 406 1 9 | 443 1 10 | 68 15 2 | 220 18 5 | 29 19 2 | 277 15 0 | 60 8 3 | 18 11 1 | 5,690 10 0 | 150 0 6 |
| | Whitelands | 1,207 13 6 | 1,212 15 1 | 55 9 1 | 110 7 2 | 250 2 11 | 369 18 5 | 68 6 11 | 257 11 2 | 270 0 0 | 115 8 11 | - - - | 58 12 11 | 3,976 6 1 | - - - |
| | Caermarthen | 530 0 0 | 921 2 7 | 51 7 9 | 82 15 3 | 105 4 0 | 29 10 9 | 33 12 4 | 46 9 9 | - - - | 36 7 0 | - - - | 208 16 9 | 2,045 6 2 | 4,138 2 8 |
| | Diocesan, at Bishop's Stortford (Rochester) | 395 0 0 | 900 1 7 | 71 10 0 | 30 16 0 | 139 19 5 | 90 7 9 | 37 12 5 | 34 12 0 | - - - | 57 1 1 | 54 11 5 | 307 0 5 | 2,118 12 1 | - - - |
| | Brighton (Chichester) | 360 17 6 | 639 17 3½ | 97 6 1 | 41 6 8 | 89 2 2 | 28 19 11 | 23 1 2 | 34 4 5½ | - - - | 46 18 10 | 9 10 1 | 144 7 0 | 1,520 11 2 | 31 4 10 |
| | Bristol (Gloucester and Bristol, and Oxford) | 562 10 0 | 816 9 1½ | 101 9 6½ | 75 3 4 | 108 8 2⅛ | - - - | 25 0 0 | 58 3 5 | - - - | 50 8 2 | 37 16 5½ | 477 16 2 | 2,313 4 5 | - - - |
| | Caernarvon | 466 2 6 | 662 6 0 | 52 14 7 | 70 3 4 | 85 5 0 | 18 15 3 | 20 0 0 | 30 19 10 | 14 15 6 | 16 1 2 | - - - | 51 17 5 | 1,489 0 7 | 99 16 9 |
| | Chester | 725 0 6 | 1,268 15 6 | - - - | - - - | - - - | - - - | 14 5 0 | 81 9 6 | - - - | 73 2 6 | 38 0 6 | 223 4 6 | 2,423 17 6 | 102 11 6 |
| | Chichester | 355 0 0 | 545 18 9 | 60 8 2 | 50 0 0 | 71 11 1 | 21 11 0½ | 16 0 0 | 20 16 5 | - - - | 31 8 1 | 18 6 4 | 48 18 11½ | 1,239 18 10 | 98 11 2½ |
| | Culham (Oxford) | 817 16 0 | 1,563 15 0 | - - - | - - - | - - - | - - - | - - - | 84 16 6 | - - - | 39 11 0 | - - - | 82 15 2 | 2,588 13 8 | 250 19 4 |
| | Derby (Lichfield) | 439 5 0 | 537 0 1 | 72 7 6 | 44 16 11 | 60 4 1 | 98 14 11 | 20 0 0 | 50 9 7 | - - - | 45 8 2 | 6 7 0 | 38 6 0 | 1,412 19 3 | 749 18 0 |
| | Durham, *Male* | 707 11 6 | 839 3 7½ | 142 4 10½ | 63 8 10 | 86 11 5 | 60 14 9 | 49 12 9 | 68 3 9½ | 15 0 0 | 53 1 5 | 48 10 4½ | 104 4 6 | 2,238 7 10 | 606 15 0 |
| | „ *Female* | 365 0 0 | 515 11 5½ | - - - | 52 19 8 | 50 3 10 | 86 10 5 | 22 17 4 | 42 0 0 | - - - | 24 0 8 | 35 11 6 | 40 8 10 | 1,235 3 8½ | 50 1 10 |
| | Exeter | 541 14 0 | 668 0 1½ | 64 2 9 | 70 0 0 | 72 8 0 | 38 1 11½ | - - - | 105 10 8 | 26 17 10 | 79 17 0 | 43 3 7 | 174 10 7 | 1,884 6 6 | 98 13 4 |
| | Norwich | 356 0 0 | 645 14 5½ | 97 3 8 | 32 19 6 | 56 9 11 | 20 5 7½ | 15 7 0 | 35 3 7 | 18 18 0 | 65 13 0½ | 0 7 0 | 46 4 0 | 1,390 5 9½ | - - - |
| | Salisbury | 529 9 6 | 918 2 0 | 85 5 8 | 70 7 9 | 96 5 0 | 150 9 10 | 29 10 0 | 99 5 7 | 24 3 0 | 57 4 8½ | - - - | 35 8 10 | 2,095 11 10½ | 22 10 0 |
| | Saltley (Worcester) | 1,087 17 1 | 1,465 0 3 | 166 9 9 | 136 1 9 | 159 3 5 | 71 10 7 | 28 3 0 | 126 1 3 | 22 0 0 | 103 13 3 | 28 3 11 | 200 11 2 | 3,594 15 5 | - - - |
| | Truro (Exeter) | 182 10 0 | 432 11 8¾ | 8 5 0 | 38 9 6 | 52 10 10½ | 17 4 6½ | 9 0 1 | 39 8 4½ | - - - | 11 5 0 | 10 11 4 | 6 15 7 | 808 12 0½ | 198 5 5½ |
| | Warrington (Chester) | 570 0 0 | 1,274 12 8 | 78 18 7 | 69 14 0 | 134 2 1 | 204 17 7 | 17 15 1 | 38 0 0 | - - - | 64 4 9 | 30 0 0 | - - - | 2,482 4 9 | - - - |
| | Winchester | 463 0 0 | 539 5 9 | 56 8 5 | 68 4 6 | 54 14 9 | 9 16 6 | 10 0 0 | 25 18 3 | 76 13 4 | 16 1 9 | 6 15 11 | 22 11 7 | 1,349 10 9 | 4,159 5 0 |
| | York (York and Ripon), *Male* | 957 10 0 | 1,379 3 7 | - - - | 177 8 0 | 160 4 8 | 209 15 11 | 29 5 3 | 80 17 0 | - - - | 103 8 11 | - - - | 74 10 9 | 3,172 4 1 | - - - |
| | „ „ *Female* | 382 10 0 | 487 12 4 | 45 12 0 | 35 5 0 | 39 3 11 | 25 17 1 | 15 2 4 | 18 4 0 | - - - | 40 4 6 | 7 4 0 | 54 15 4 | 1,151 10 6 | - - - |
| | British and Foreign School Society's, in Borough Road, Southwark | 1,058 0 0 | 1,383 14 1 | 99 9 9 | 147 3 8 | 129 19 6 | 129 13 0 | 30 0 0 | 45 14 6 | 161 10 2 | 291 1 0 | - - - | 482 6 1 | 3,898 11 9 | 2,496 6 3 |
| | „ „ at Stockwell, Surrey | 410 0 0 | 945 12 2 | 77 17 5 | 88 7 6 | 213 5 1 | 64 19 5 | 30 6 10 | 14 19 11 | 90 4 0 | 102 13 0 | - - - | 346 14 3 | 2,384 19 7 | - - - |
| | „ „ at Bangor | 275 0 0 | 489 12 0 | 25 4 0 | - - - | 27 0 0 | - - - | 22 0 0 | 31 9 1 | - - - | 12 2 6 | - - - | 6 11 0 | 888 18 7 | 53 0 0 |
| | Wesleyan, in Horseferry Road, Westminster | 1,328 10 0 | 1,575 19 6 | 190 4 9 | 194 17 4 | 293 11 7 | 32 12 6 | 84 5 6 | 258 5 4 | 42 0 0 | 108 9 9 | 67 3 9 | 144 10 0 | 4,320 10 0 | 858 2 3 |
| | Home and Colonial School Society's, in Gray's Inn Road | 1,370 19 6 | 1,668 5 4 | 265 0 0 | 119 2 8 | 205 19 0 | 245 0 7 | 82 7 2 | 412 6 9 | 275 1 7 | 158 9 7 | - - - | 44 12 0 | 4,847 4 2 | 253 13 8 |
| | Roman Catholic, at Hammersmith | 354 1 9 | 950 10 9 | 23 5 11 | 203 0 0 | 100 14 10 | 311 0 10 | 17 15 3 | 61 19 8 | 17 15 0 | 37 8 9 | - - - | - - - | 2,077 12 9§ | - - - |
| | St. Leonard's-on-Sea | 390 5 0 | 596 2 7 | 75 5 0 | 60 0 0 | 101 12 0 | 126 1 0½ | 14 1 8 | 121 1 8 | 280 0 0 | 39 7 10 | 40 0 0 | 27 14 11½ | 1,871 11 9 | 34 4 10 |
| | Liverpool (Mount Pleasant) | 480 0 0 | 849 13 6 | 45 19 7 | 60 0 0 | 39 4 4 | 54 4 4 | 16 0 0 | 50 8 1 | 400 0 0 | 111 6 3 | 40 4 1 | 165 5 3 | 2,312 5 5 | 49 9 0 |
| | Church of Scotland, at Edinburgh | 1,232 15 0 | 745 0 0 | 116 13 0 | - - - | 57 9 7½ | 13 16 2 | 25 0 0 | 102 14 7 | - - - | 58 9 3½ | 51 8 10 | 488 2 10 | 2,891 9 4‖ | 315 19 8 |
| | Glasgow | 1,234 11 8 | - - - | - - - | 56 0 0 | 7 9 8 | 38 17 4 | 28 15 0 | 122 5 10 | - - - | 6 8 6 | - - - | 84 16 10½ | 1,579 4 10½‖ | 71 5 6 |
| | Free Church in Scotland, at Edinburgh | 1,894 10 0 | - - - | - - - | 50 0 0 | 20 0 0 | 130 5 4 | - - - | 63 10 0 | - - - | 123 8 7 | - - - | 651 8 8 | 2,933 2 7‖ | - - - |
| | Glasgow | 1,380 2 10 | 190 0 0 | - - - | 46 0 0 | 27 17 0 | 56 16 2 | 22 10 0 | 242 19 6 | 40 0 0 | 39 5 7 | - - - | 157 17 6 | 2,207 8 7‖ | 561 9 2 |
| | Episcopal Church in Scotland, at Edinburgh (Minto House) | 155 0 0 | 278 5 0 | 40 13 8 | 40 1 8 | 38 10 10 | 59 16 0 | - - - | 34 8 0 | 90 15 0 | 21 13 0 | - - - | 51 19 4 | 811 2 6 | - - - |
| | Total | 29,983 10 6 | 37,053 0 4¼ | 3,200 10 1½ | 3,135 15 1 | 4,330 10 9½ | 3,615 14 1 | 1,039 11 5 | 3,525 12 8½ | 2371 1 3 | 2,970 14 11½ | 789 1 7 | 6,025 2 7½ | 98,130 5 6¼ | 15,869 14 0 |

* Including personal payments.

† For year ending 31 March 1861.

‡ *Not* annual.

§ For nine months *only*. *See* p. 364.

‖ In Scotland the students do not ordinarily live, as in England, in the college premises, but in private lodgings. The expenditure of the colleges is stated *minus* the amount of the Queen's scholarships, which the students receive and spend for themselves. In England these scholarships appear on both sides of the college account.

(No. 4.)

TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1861 (exclusive of Cost of Practising School).

| | TRAINING COLLEGE. | Average Number of Students. | Actual Amount of Expenditure under Three Heads, and in the Aggregate. | | | | | | | | | | | | Amount of Annual Cost *per Student* under each Head, and in the Aggregate. | | | | | | | | | | | | Per-centage of Total Expense under each of the Three Heads. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Tuition and other Expenses of Instruction. I. | | | Board, Fuel, and other Expenses of Keep. II. | | | Permanent Establishment Charges, &c. III. | | | Total. | | | I. | | | II. | | | III. | | | Total. | | | I. | II. | III. |
| | | | £ | s. | d. | £ | s. | d. | £ | s. | d. | £ | s. | d. | £ | s. | d. | £ | s. | d. | £ | s. | d. | £ | s. | d. | | | |
| For Masters only. | Bangor (British and Foreign School Society's) | 29 | 305 | 9 | 1 | 563 | 16 | 0 | 18 | 13 | 6 | 888 | 18 | 7 | 15 | 6 | 6 | 28 | 3 | 9 | 0 | 18 | 8 | 44 | 8 | 11 | 34·48 | 63·42 | 2·1 |
| | Battersea (National Society's) | 104 | 1,425 | 8 | 0 | 3,145 | 15 | 3 | 763 | 0 | 4 | 5,334 | 3 | 7 | 13 | 14 | 1 | 30 | 5 | 0 | 7 | 6 | 8 | 51 | 5 | 9 | 26·72 | 58·98 | 14·3 |
| | Borough Road (British and Foreign School Society's) | 74 | 1,103 | 14 | 6 | 1,920 | 0 | 0 | 874 | 17 | 3 | 3,898 | 11 | 9 | 14 | 18 | 4 | 25 | 18 | 11 | 11 | 16 | 5 | 52 | 13 | 8 | 28·31 | 49·25 | 22·44 |
| | Carmarthen (National Society's) | 47 | 576 | 9 | 9 | 1,223 | 12 | 8 | 245 | 3 | 9 | 2,045 | 6 | 2 | 12 | 5 | 4 | 26 | 0 | 8 | 5 | 4 | 4 | 43 | 10 | 4 | 28·19 | 59·82 | 11·99 |
| | Carnarvon (Church of England) | 47 | 497 | 2 | 4 | 909 | 4 | 2 | 82 | 14 | 1 | 1,489 | 0 | 7 | 10 | 11 | 6 | 19 | 6 | 11 | 1 | 15 | 2 | 31 | 13 | 7 | 33·38 | 61·07 | 5·55 |
| | Chelsea, St. Mark's, (National Society's) | 106 | 1,815 | 18 | 5 | 3,487 | 18 | 1 | 386 | 13 | 6 | 5,690 | 10 | 0 | 17 | 2 | 7 | 32 | 18 | 1 | 3 | 13 | 0 | 53 | 13 | 8 | 31·91 | 61·29 | 6·8 |
| | Chester (Diocesan) | 54 | 806 | 9 | 6 | 1,283 | 0 | 6 | 334 | 7 | 6 | 2,423 | 17 | 6 | 14 | 18 | 8 | 23 | 15 | 2 | 6 | 3 | 10 | 44 | 17 | 8 | 33·27 | 52·93 | 13·8 |
| | Cheltenham | 101 | 1,220 | 3 | 0 | 2,188 | 14 | 8 | 283 | 10 | 5 | 3,692 | 8 | 1 | 12 | 1 | 7 | 21 | 13 | 5 | 2 | 16 | 2 | 36 | 11 | 2 | 33·04 | 59·28 | 7·68 |
| | Chichester (Diocesan) | 26 | 375 | 16 | 5 | 765 | 9 | 0½ | 98 | 13 | 4½ | 1,239 | 18 | 10 | 14 | 9 | 1 | 29 | 8 | 9 | 3 | 15 | 11 | 47 | 13 | 9 | 30·31 | 61·73 | 7·96 |
| | Culham (Oxford Diocesan) | 69 | 902 | 12 | 6 | 1,563 | 15 | 0 | 122 | 6 | 2 | 2,588 | 13 | 8 | 13 | 1 | 8 | 22 | 13 | 3 | 1 | 15 | 5 | 37 | 10 | 4 | 34·87 | 60·41 | 4·72 |
| | Durham (Diocesan) | 49 | 775 | 15 | 3½ | 1,241 | 16 | 3 | 220 | 16 | 3½ | 2,238 | 7 | 10 | 15 | 16 | 7 | 25 | 6 | 10 | 4 | 10 | 2 | 45 | 13 | 7 | 34·65 | 55·48 | 9·87 |
| | Edinburgh (Scottish Episcopal) | 18 | 189 | 8 | 0 | 457 | 7 | 2 | 164 | 7 | 4 | 811 | 2 | 6 | 10 | 10 | 5 | 25 | 8 | 2 | 9 | 2 | 8 | 45 | 1 | 3 | 23·35 | 56·38 | 20·27 |
| | Exeter (Diocesan) | 37 | 647 | 4 | 8 | 912 | 12 | 10 | 324 | 9 | 0 | 1,884 | 6 | 6 | 17 | 9 | 10 | 24 | 3 | 4 | 8 | 15 | 4 | 50 | 8 | 6 | 34·35 | 48·44 | 17·21 |
| | Hammersmith (Roman Catholic)* | 42 | 416 | 1 | 5 | 1,606 | 7 | 7 | 55 | 3 | 9 | 2,077 | 12 | 9 | 9 | 18 | 2 | 38 | 4 | 11 | 1 | 6 | 3 | 49 | 9 | 4 | 20·03 | 77·32 | 2·65 |
| | Metropolitan (Church of England)† | 84 | 1,326 | 12 | 9 | 2,079 | 18 | 8 | 550 | 17 | 9 | 3,957 | 9 | 2 | 15 | 15 | 10 | 24 | 15 | 3 | 6 | 11 | 2 | 47 | 2 | 3 | 33·52 | 52·56 | 13·92 |
| | Peterborough (Church of England) | 48 | 602 | 2 | 6 | 1,379 | 10 | 11 | 246 | 3 | 0 | 2,227 | 16 | 5 | 12 | 10 | 10 | 28 | 14 | 10 | 5 | 2 | 7 | 46 | 8 | 3 | 27·02 | 61·93 | 11·05 |
| | Saltley (Worcester Diocesan) | 83 | 1,213 | 18 | 4 | 2,026 | 8 | 9 | 354 | 8 | 4 | 3,594 | 15 | 5 | 14 | 12 | 6 | 24 | 8 | 3 | 4 | 5 | 5 | 43 | 6 | 2 | 33·77 | 56·37 | 9·86 |
| | Winchester (Diocesan) | 24 | 488 | 18 | 3 | 738 | 9 | 11 | 122 | 2 | 7 | 1,349 | 10 | 9 | 20 | 7 | 5 | 30 | 15 | 5 | 5 | 1 | 9 | 56 | 4 | 7 | 36·23 | 54·72 | 9·05 |
| | York and Ripon (Diocesan) | 78 | 1,038 | 7 | 0 | 1,955 | 17 | 5 | 177 | 19 | 8 | 3,172 | 4 | 1 | 13 | 6 | 3 | 25 | 1 | 6 | 2 | 5 | 8 | 40 | 13 | 5 | 32·73 | 61·65 | 5·62 |
| | | 1,111 | | | | | | | | | | 50,604 | 14 | 2 | | | | | | | Average | | | 45 | 10 | 11 | | | |
| For Mistresses only. | Bishop's Stortford (Rochester Diocesan) | 57 | 429 | 12 | 0 | 1,270 | 7 | 2 | 418 | 12 | 11 | 2,118 | 12 | 1 | 7 | 10 | 9 | 22 | 5 | 9 | 7 | 6 | 11 | 37 | 3 | 5 | 20·28 | 59·96 | 19·76 |
| | Brighton (Chichester Diocesan) | 48 | 395 | 1 | 11½ | 924 | 13 | 3½ | 200 | 15 | 11 | 1,520 | 11 | 2 | 8 | 4 | 7 | 19 | 5 | 3 | 4 | 3 | 8 | 31 | 13 | 6 | 25·98 | 60·81 | 13·21 |
| | Bristol (Gloucester and Bristol and Oxford Diocesan) | 80 | 620 | 13 | 5 | 1,126 | 10 | 2⅔ | 566 | 0 | 9⅓ | 2,313 | 4 | 5 | 7 | 15 | 2 | 14 | 1 | 8 | 7 | 1 | 6 | 28 | 18 | 4 | 26·83 | 48·7 | 24·47 |
| | Cheltenham | 59 | 608 | 8 | 2 | 812 | 8 | 1 | 251 | 17 | 2 | 1,672 | 13 | 5 | 10 | 6 | 3 | 13 | 15 | 5 | 4 | 5 | 4 | 28 | 7 | 0 | 36·38 | 48·57 | 15·05 |
| | Derby (Lichfield Diocesan) | 42 | 489 | 14 | 7 | 833 | 3 | 6 | 90 | 1 | 2 | 1,412 | 19 | 3 | 11 | 13 | 2 | 19 | 16 | 9 | 2 | 2 | 11 | 33 | 12 | 10 | 34·65 | 58·97 | 6·38 |
| | Durham (Diocesan) | 38 | 407 | 0 | 0 | 728 | 2 | 8½ | 100 | 1 | 0 | 1,235 | 3 | 8½ | 10 | 14 | 2 | 19 | 3 | 3 | 2 | 12 | 8 | 32 | 10 | 1 | 32·94 | 58·96 | 8·1 |
| | Gray's Inn Road (Home and Colonial School Society's) | 140 | 1,783 | 6 | 3 | 2,585 | 14 | 9 | 478 | 3 | 2 | 4,847 | 4 | 2 | 12 | 14 | 9 | 18 | 9 | 4 | 3 | 8 | 4 | 34 | 12 | 5 | 36·79 | 53·34 | 9·87 |
| | Liverpool (Roman Catholic) | 68 | 530 | 8 | 1 | 1,065 | 1 | 9 | 716 | 15 | 7 | 2,312 | 5 | 5 | 7 | 16 | 0 | 15 | 13 | 3 | 10 | 10 | 10 | 34 | 0 | 1 | 22·94 | 46·06 | 31· |
| | Norwich (Diocesan) | 49 | 391 | 3 | 7 | 868 | 0 | 2 | 131 | 2 | 0⅓ | 1,390 | 5 | 9½ | 7 | 19 | 8 | 17 | 14 | 3 | 2 | 13 | 6 | 28 | 7 | 5 | 28·14 | 62·43 | 9·43 |
| | Saint Leonard's-on-Sea (Roman Catholic) | 35 | 511 | 6 | 8 | 973 | 2 | 3½ | 387 | 2 | 9½ | 1,871 | 11 | 9 | 14 | 12 | 2 | 27 | 16 | 1 | 11 | 1 | 3 | 53 | 9 | 6 | 27·32 | 51·99 | 20·69 |
| | Salisbury (Diocesan) | 67 | 628 | 15 | 1 | 1,350 | 0 | 3 | 116 | 16 | 6½ | 2,095 | 11 | 10½ | 9 | 7 | 8 | 20 | 3 | 0 | 1 | 14 | 10 | 31 | 5 | 6 | 30· | 64·43 | 5·57 |
| | Stockwell (British and Foreign School Society's) | 75 | 424 | 19 | 11 | 1,420 | 8 | 5 | 539 | 11 | 3 | 2,384 | 19 | 7 | 5 | 13 | 4 | 18 | 18 | 9 | 7 | 3 | 11 | 31 | 16 | 0 | 17·82 | 59·55 | 22·63 |
| | Truro (Exeter Diocesan) | 33 | 221 | 18 | 4½ | 558 | 1 | 8¾ | 28 | 11 | 11 | 808 | 12 | 0¼ | 6 | 14 | 6 | 16 | 18 | 3 | 0 | 17 | 4 | 24 | 10 | 1 | 27·44 | 69·02 | 3·54 |
| | Warrington (Chester Diocesan) | 100 | 608 | 0 | 0 | 1,780 | 0 | 0 | 94 | 4 | 9 | 2,482 | 4 | 9 | 6 | 1 | 7 | 17 | 16 | 0 | 0 | 18 | 10 | 24 | 16 | 5 | 24·49 | 71·71 | 3·8 |
| | Whitelands (National Society's)‡ | 109 | 1,465 | 4 | 8 | 2,066 | 19 | 7 | 444 | 1 | 10 | 3,976 | 6 | 1 | 13 | 8 | 10 | 18 | 19 | 3 | 4 | 1 | 6 | 36 | 9 | 7 | 36·85 | 51·98 | 11·17 |
| | York and Ripon (Diocesan) | 32 | 400 | 14 | 0 | 648 | 12 | 8 | 102 | 3 | 10 | 1,151 | 10 | 6 | 12 | 10 | 5 | 20 | 5 | 5 | 3 | 3 | 10 | 35 | 19 | 8 | 34·8 | 56·33 | 8·87 |
| | | 1,032 | | | | | | | | | | 33,593 | 15 | 11¾ | | | | | | | Average | | | 32 | 11 | 0 | | | |
| For both Masters and Mistresses. | Edinburgh (Church of Scotland) | 177 | 1,335 | 9 | 7 | - | *See* Note ‖ to Table No. 3. p. 251 | | | | | | | | 7 | 10 | 0 | — | | | — | | | — | | | — | — | — |
| | Edinburgh (Free Church) | 191 | 1,958 | 0 | 0 | | | | | | | | | | 10 | 5 | 0 | | | | | | | | | | | | |
| | Glasgow (Church of Scotland) | 127 | 1,356 | 17 | 6 | | | | | | | | | | 10 | 13 | 8 | | | | | | | | | | | | |
| | Glasgow (Free Church) | 151 | 1,627 | 0 | 0 | | | | | | | | | | 10 | 15 | 6 | | | | | | | | | | | | |
| | Westminster (Wesleyan) | 125 | 1,586 | 15 | 4 | 2,371 | 11 | 2 | 362 | 3 | 6 | 4,320 | 10 | 0 | 12 | 13 | 11 | 18 | 19 | 5 | 2 | 17 | 11 | 34 | 11 | 3 | 36·73 | 54·89 | 8·38 |

* For nine months only. *See* p. 364.

† The account is for year ending 31 March 1861.

‡ The returns from this College *include* the Practising Schools.

(No. 5.)

## Tabulated Results of Examination, Christmas 1861.

Per-centage in each Subject of Candidates examined who obtained Marks of Excellent, Good, or Fair.

*** The letter (L) under any subject denotes that a Lecturer at the public expense is retained in the College.

### Male Students of the First Year.

| Name of College. | Total No. of Students. | Religious Knowledge. | | | | | Catechism. | | | | | English Grammar. | | | | | Geography. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bangor - - | 20 | — | — | — | — | — | — | — | — | — | — | 20 | — | 10·00 | 60·00 | 70·00 | 20 | None. | 5·00 | 80·00 | 85·00 |
| Battersea - | 53 | 53 | 3·77 | 56·60 | 28·30 | 88·67 | 53 | — | 35·85 | 54·72 | 90·57 | 53 | — | 35·85 | 62·26 | 98·11 | 53 | | 20·75 | 77·36 | 98·11L |
| Borough Road - | 53 | — | — | — | — | — | — | — | — | — | — | 53 | 3·77 | 33·96 | 54·72 | 92·45 | 53 | | — | 41·51 | 41·51 |
| Carmarthen - | 24 | 24 | — | 12·50 | 33·33 | 45·83 | 24 | — | — | 50·00 | 50·00 | 24 | — | — | 37·50 | 37·50 | 24 | | — | 8·33 | 8·33 |
| Carnarvon - - | 21 | 21 | — | 14·28 | 42·86 | 57·14 | 21 | — | — | 66·66 | 66·66 | 21 | — | 4·76 | 23·81 | 28·57 | 21 | | — | 4·76 | 4·76 |
| Chelsea - - | 53 | 53 | 13·21 | 54·72 | 26·41 | 94·34 | 53 | — | 9·43 | 77·36 | 86·79 | 53 | — | 7·55 | 60·37 | 67·92 | 53 | | 5·66 | 86·79 | 92·45 |
| Cheltenham - | 54 | 53 | 1·88 | 54·72 | 37·74 | 94·34 | 53 | — | 22·64 | 62·26 | 84·90 | 53 | — | 5·66 | 71·70 | 77·36 | 53 | | — | 32·07 | 32·07L |
| Chester - - | 29 | 29 | — | 10·34 | 37·93 | 48·27 | 29 | — | 6·90 | 72·41 | 79·31 | 29 | — | — | 44·83 | 44·83 | 29 | | — | 48·27 | 48·27 |
| Chichester - - | 14 | 14 | — | 7·14 | 50·00 | 57·14 | 14 | — | — | 100·00 | 100·00 | 14 | — | — | 14·29 | 14·29 | 14 | | — | 21·43 | 21·43 |
| Culham - - | 28 | 28 | — | 17·86 | 35·71 | 53·57 | 28 | — | — | 67·86 | 67·86 | 28 | — | 7·14 | 17·86 | 25·00 | 28 | | 7·14 | 57·14 | 64·28 |
| Durham - - | 26 | 26 | 11·53 | 42·31 | 42·31 | 96·15 | 26 | — | 26·92 | 69·23 | 96·15 | 26 | — | 15·38 | 53·85 | 69·23 | 26 | | 7·69 | 69·23 | 76·92 |
| Edinburgh (Epis. Ch.) | 6 | 6 | — | 16·66 | 50·00 | 66·66 | 6 | — | 16·67 | 83·33 | 100·00 | 6 | — | — | 16·66 | 16·66 | 6 | | — | 16·66 | 16·66 |
| „ (Ch. of Sc.) | 64 | 62 | 1·61 | 11·29 | 59·68 | 72·58 | 62 | 1·61 | 29·03 | 56·45 | 87·09 | 62 | — | 4·84 | 51·61 | 56·45 | 62 | | 1·61 | 54·84 | 56·45 |
| „ (Free Ch.) | 54 | 53 | — | 50·95 | 45·28 | 96·23 | 52 | 7·69 | 42·31 | 38·46 | 88·46 | 53 | — | 5·66 | 58·49 | 64·15 | 53 | | — | 30·19 | 30·19 |
| Exeter - - | 18 | 16 | — | 25·00 | 50·00 | 75·00 | 16 | — | 18·75 | 68·75 | 87·50 | 16 | — | — | 62·50 | 62·50 | 16 | | — | 37·50 | 37·50 |
| Glasgow (Ch. of Sc.) | 47 | 47 | — | 40·43 | 51·06 | 91·49 | 47 | — | 29·78 | 55·32 | 85·10 | 47 | — | — | 46·81 | 46·81 | 47 | | — | 12·77 | 12·77 |
| „ (Free Ch.) | 51 | 49 | — | 28·57 | 44·90 | 73·47 | 40 | — | 17·50 | 57·50 | 75·00 | 49 | — | 4·08 | 32·65 | 36·73 | 49 | | 2·04 | 30·61 | 32·65 |
| Hammersmith - | 8 | — | — | — | — | — | — | — | — | — | — | 8 | — | — | 25·00 | 25·00 | 8 | | — | 50·00 | 50·00 |
| Highbury - - | 57 | 57 | 3·51 | 59·65 | 31·58 | 94·74 | 57 | — | 42·11 | 56·14 | 98·25 | 57 | — | 19·30 | 50·88 | 70·18 | 57 | | 5·26 | 47·37 | 52·63L |
| Peterborough - | 23 | 21 | — | 19·05 | 23·81 | 42·86 | 21 | — | 4·76 | 47·62 | 52·38 | 21 | — | — | 33·33 | 33·33 | 21 | | — | 80·95 | 80·95L |
| Saltley - - | 46 | 44 | — | 15·91 | 65·91 | 81·82 | 44 | — | 4·54 | 50·00 | 54·54 | 44 | — | — | 40·91 | 40·91 | 44 | | 11·36 | 50·00 | 61·36L |
| Westminster - - | 43 | — | — | — | — | — | — | — | — | — | — | 43 | — | 4·65 | 60·47 | 65·12 | 43 | | — | 30·23 | 30·23L |
| Winchester - - | 10 | 10 | — | 40·00 | 50·00 | 90·00 | 10 | — | 30·00 | 70·00 | 100·00 | 10 | — | 10·00 | 40·00 | 50·00 | 10 | | — | 40·00 | 40·00 |
| York - - - | 40 | 40 | 5·00 | 10·00 | 55·00 | 70·00 | 40 | — | 22·50 | 65·00 | 87·50 | 40 | — | — | 42·50 | 42·50 | 40 | | 7·50 | 62·50 | 70·00L |
| Average - - | | — | 2·55 | 33·85 | 42·78 | 79·18 | — | 0·71 | 21·41 | 60·06 | 82·18 | — | 0·24 | 9·03 | 49·04 | 57·31 | — | — | 3·85 | 46·51 | 50·36 |

Tabulated Results of Examination, Christmas 1861—*Male Students of the First Year*—continued.

| Name of College. | Total No. of Students. | English History. | | | | | Arithmetic. | | | | | Euclid. | | | | | Algebra. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bangor | 20 | 20 | | — | 20·00 | 20·00 | 20 | | — | 25·00 | 25·00 | 20 | 10·00 | 55·00 | 25·00 | 90·00 | 17 | — | — | 17·65 | 17.65 |
| Battersea | 53 | 53 | | 3·77 | 35·85 | 39·62 | 53 | | 7·55 | 56·60 | 64·15 | 53 | 33·96 | 54·72 | 9·43 | 98·11 | 53 | — | 5·66 | 45·28 | 50·94 |
| Borough Road | 53 | 53 | | 1·89 | 39·62 | 41·51L | 53 | | 7·55 | 37·73 | 45·28 | 53 | 24·53 | 66·04 | 9·43 | 100·00 | 53 | — | 3·77 | 18·87 | 22·64 |
| Carmarthen | 24 | 24 | | — | — | — | 24 | | — | 41·66 | 41·66 | 22 | 4·54 | 45·45 | 31·82 | 81·81 | 23 | — | — | 4·35 | 4·35 |
| Carnarvon | 21 | 21 | | — | — | — | 21 | | — | 19·05 | 19·05 | 21 | 42·86 | 42·86 | 14·28 | 100·00 | 20 | — | — | 10·00 | 10·00 |
| Chelsea | 53 | 53 | | 3·77 | 30·19 | 33·96L | 53 | | 3·77 | 18·87 | 22·64 | 53 | 32·07 | 43·40 | 18·87 | 94·34 | 28 | — | 3·57 | 21·43 | 25·00 |
| Cheltenham | 54 | 52 | | 7·69 | 48·08 | 55·77L | 52 | | 3·77 | 35·85 | 39·62 | 53 | 45·29 | 39·62 | 15·09 | 100·00 | 53 | — | — | 18·87 | 18·87 |
| Chester | 29 | 29 | | — | 10·34 | 10·34 | 29 | | 10·34 | 41·38 | 51·72 | 29 | 20·69 | 62·07 | 6·90 | 89·66 | 29 | — | — | — | — |
| Chichester | 14 | 14 | | — | — | — | 14 | | — | 42·86 | 42·86 | 14 | — | 64·28 | 21·43 | 85·71 | 14 | — | — | 7·14 | 7·14 |
| Culham | 28 | 28 | | 3·57 | 3·57 | 7·14 | 28 | | — | 17·86 | 17·86 | 28 | 7·14 | 50·00 | 35·72 | 92·86 | 25 | — | — | 12·00 | 12·00 |
| Durham | 26 | 26 | | — | 15·38 | 15·38 | 26 | | 7·69 | 34·62 | 42·31 | 26 | 34·62 | 53·85 | 3·84 | 92·31 | 26 | — | 3·84 | 30·77 | 34·61 |
| Edinburgh (Epis. Ch.) | 6 | 6 | None. | 16·66 | 16·67 | 33·33 | 6 | None. | — | 16·66 | 16·66 | 6 | 16·67 | 50·00 | 16·66 | 83·33 | 5 | — | — | 40·00 | 40·00 |
| ,, (Ch. of Scot.) | 64 | 62 | | — | 11·29 | 11·29 | 62 | | 3·22 | 25·81 | 29·03 | 62 | 11·29 | 50·00 | 24·19 | 85·48 | — | — | — | — | — |
| ,, (Free Ch.) | 54 | 53 | | 1·89 | 11·32 | 13·21 | 53 | | 9·43 | 26·42 | 35·85 | 52 | 11·54 | 69·23 | 17·31 | 98·08 | 18 | — | 5·56 | 22·22 | 27·78 |
| Exeter | 18 | 16 | | — | 18·75 | 18·75 | 16 | | 18·75 | 18·75 | 37·50 | 16 | 18·75 | 62·50 | 6·25 | 87·50 | 16 | — | — | 12·50 | 12·50 |
| Glasgow (Ch. of Scot.) | 47 | 47 | | — | 17·02 | 17·02 | 47 | | 10·64 | 25·53 | 36·17 | 47 | 17·02 | 63·83 | 17·02 | 97·87 | 46 | — | — | 30·43 | 30·43 |
| ,, (Free Church) | 51 | 49 | | — | — | — | 49 | | 6·12 | 14·28 | 20·40 | 46 | 8·69 | 50·00 | 28·26 | 86·95 | 32 | — | — | 12·50 | 12·50 |
| Hammersmith | 8 | 8 | | — | — | — | 8 | | — | 50·00 | 50·00 | 8 | — | 75·00 | 25·00 | 100·00 | 7 | — | — | 14·29 | 14·29 |
| Highbury | 57 | 57 | | 12·28 | 35·09 | 47·37L | 57 | | 8·77 | 35·09 | 43·86 | 57 | 28·07 | 50·88 | 14·03 | 92·98 | 57 | — | 1·76 | 17·54 | 19·30 |
| Peterborough | 23 | 21 | | — | 4·76 | 4·76 | 21 | | 9·52 | 33·33 | 42·85 | 21 | 4·76 | 71·43 | 19·05 | 95·24 | 20 | — | — | 30·00 | 30·00 |
| Saltley | 46 | 44 | | — | 9·09 | 9·09 | 44 | | 2·27 | 18·18 | 20·45 | 44 | 2·27 | 43·18 | 40·91 | 86·36 | 42 | — | — | 2·38 | 2·38 |
| Westminster | 43 | 43 | | 2·33 | 30·23 | 32·56 | 43 | | 6·98 | 58·14 | 65·12 | 43 | 44·18 | 46·51 | 6·98 | 97·67 | 42 | 4·76 | — | 26·19 | 30·95 |
| Winchester | 10 | 10 | | — | 10·00 | 10·00 | 10 | | 20·00 | 30·00 | 50·00 | 10 | 40·00 | 50·00 | 10·00 | 100·00 | 10 | — | 10·00 | 30·00 | 40·00 |
| York | 40 | 40 | | — | 10·00 | 10·00L | 40 | | 7·50 | 37·50 | 45·00 | 40 | 55·00 | 37·50 | 7·50 | 100·00 | 32 | — | — | 28·12 | 28·12 |
| Average | — | — | — | 2·41 | 19·42 | 21·83 | — | — | 6·14 | 31·93 | 38·07 | — | 23·42 | 52·79 | 17·60 | 93·81 | — | 0·30 | 1·50 | 20·21 | 22·01 |

## Tabulated Results of Examination, Christmas 1861—*Male Students of the First Year*—continued.

| Name of College. | Total No. of Students. | Latin. | | | | | Music. | | | | | School Management. | | | | | Reading. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Exercise. | Excellent. | Good | Fair. | Total. |
| Bangor - - - | 20 | 3 | | — | 33·33 | 33·33 | 19 | — | 5·26 | 26·32 | 31·58 | 20 | — | — | 50·00 | 50·00 | 20 | — | 20·00 | 45·00 | 65·00 |
| Battersea - - | 53 | — | | — | — | — | 53 | 13·21 | 52·82 | 26·42 | 92·45 | 53 | — | 1·88 | 90·57 | 92·45 | 53 | — | 5·66 | 75·47 | 81·13 |
| Borough Road - - | 53 | — | | — | — | — | 49 | — | 8·16 | 32·65 | 40·81 | 53 | — | 1·89 | 86·79 | 88·68 | 53 | — | 1·89 | 56·60 | 58·49 |
| Carmarthen - - | 24 | 1 | | — | 100·00 | 100·00 | 20 | 15·00 | 20·00 | 35·00 | 70·00 | 24 | — | — | 41·66 | 41·66 | 24 | — | — | 50·00 | 50·00 |
| Carnarvon - - | 21 | 1 | | — | 100·00 | 100·00 | 20 | — | — | 20·00 | 20·00 | 21 | — | — | 66·66 | 66·66 | 21 | — | — | 57·14 | 57·14 |
| Chelsea - - - | 53 | 25 | | 20·00 | 60·00 | 80·00 | 52 | 3·85 | 9·61 | 28·85 | 42·31 | 53 | — | — | 81·13 | 81·13 | 53 | — | 11·32 | 49·06 | 60·38 |
| Cheltenham - - | 54 | — | | — | — | — | 52 | 1·92 | 11·54 | 32·69 | 46·15 | 53 | — | 5·66 | 90·57 | 96·23 | 53 | — | 3·77 | 50·94 | 54·71 |
| Chester - - - | 29 | — | | — | — | — | 22 | — | 4·54 | 18·18 | 22·72 | 29 | — | 3·45 | 62·07 | 65·52 | 29 | — | — | 75·86 | 75·86 |
| Chichester - - | 14 | — | | — | — | — | 12 | — | — | 8·33 | 8·33 | 14 | — | 7·14 | 57·14 | 64·28 | 14 | — | 28·57 | 71·43 | 100·00 |
| Culham - - - | 28 | 3 | | — | 33·33 | 33·33 | 26 | — | 7·69 | 34·61 | 42·30 | 28 | — | — | 53·57 | 53·57 | 28 | — | 14·28 | 60·72 | 75·00 |
| Durham - - - | 26 | — | | — | — | — | 18 | 5·56 | 5·55 | 22·22 | 33·33 | 26 | — | 3·84 | 61·54 | 65·38 | 26 | — | — | 38·46 | 38·46 |
| Edinburgh (Epis. Ch.) - | 6 | 1 | None. | — | — | — | 5 | — | — | — | — | 6 | — | — | 33·33 | 33·33 | 6 | — | — | 16·66 | 16·66 |
| ,, (Ch. of Scot.) | 64 | 62 | | 22·58 | 41·93 | 64·51 | 49 | — | 4·08 | 20·41 | 24·49 | 62 | 1·61 | 64·52 | 29·03 | 95·16 | 62 | — | 83·87 | 16·13 | 100·00 |
| ,, (Free Ch.) - | 54 | 35 | | 8·57 | 37·14 | 45·71 | 43 | — | 2·32 | 16·28 | 18·60 | 53 | — | 67·93 | 28·30 | 96·23 | 53 | 11·32 | 64·15 | 22·64 | 98·11 |
| Exeter - - - | 18 | — | | — | — | — | 13 | — | 7·69 | 30·77 | 38·46 | 16 | — | — | 68·75 | 68·75 | 16 | — | — | 68·75 | 68·75 |
| Glasgow (Ch. of Scot.) - | 47 | 1 | | — | 100·00 | 100·00 | 28 | — | 42·86 | 42·85 | 85·71 | 47 | — | 34·04 | 55·32 | 89·36 | 47 | — | 6·38 | 82·98 | 89·36 |
| ,, (Free Ch.) - | 51 | 14 | | — | 64·29 | 64·29 | 28 | — | 7·14 | 30·77 | 35·71 | 49 | — | 40·82 | 51·02 | 91·84 | 49 | 2·04 | 63·27 | 34·69 | 100·00 |
| Hammersmith - - | 8 | 1 | | — | — | — | 7 | — | — | 28·57 | 28·57 | 8 | 12·50 | 37·50 | 50·00 | 100·00 | 8 | — | 50·00 | 50·00 | 100·00 |
| Highbury - - | 57 | — | | — | — | — | 56 | 8·93 | 8·93 | 35·71 | 53·57 | 57 | — | 3·51 | 96·49 | 100·00 | 57 | — | 19·30 | 64·91 | 84·21 |
| Peterborough - - | 23 | 1 | | 100·00 | — | 100·00 | 21 | — | 14·29 | 42·85 | 57·14 | 21 | — | — | 80·95 | 80·95 | 21 | — | 4·76 | 38·09 | 42·85 |
| Saltley - - - | 46 | 1 | | — | 100·00 | 100·00 | 31 | 3·23 | 3·23 | 12·90 | 19·35 | 44 | — | 2·27 | 93·18 | 95·45 | 45 | — | 11·11 | 51·11 | 62·22 |
| Westminster - - | 43 | 1 | | — | 100·00 | 100·00 | 42 | 4·76 | 19·05 | 26·19 | 50·00 | 43 | — | 6·98 | 72·09 | 79·07 | 43 | — | 9·30 | 65·12 | 74·42 |
| Winchester - - | 10 | — | | — | — | — | 10 | — | 20·00 | 20·00 | 40·00 | 10 | — | — | 80·00 | 80·00 | 10 | — | — | 70·00 | 70·00 |
| York - - - | 40 | 8 | | 12·50 | 62·50 | 75·00 | 26 | — | 15·38 | 34·62 | 50·00 | 40 | — | — | 85·00 | 85·00 | 40 | — | 12·50 | 52·50 | 65·00 |
| Average - - | — | — | — | 15·19 | 47·47 | 62·66 | — | 3·28 | 13·11 | 27·63 | 44·02 | — | 0·24 | 15·54 | 67·83 | 83·61 | — | 0·84 | 20·94 | 52·11 | 73·89 |

Tabulated Results of Examination, Christmas 1861—*Male Students of the First Year*—continued.

| Name of College. | Total No. of Students. | Spelling. | | | | | Penmanship. | | | | | Welsh. | | | | | Gaelic. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bangor | 20 | 20 | None. | 80·00 | 20·00 | 100·00 | 20 | — | 10·00 | 35·00 | 45·00 | 13 | 7·69 | 46·15 | 38·46 | 92·30 | — | None. | — | — | — |
| Battersea | 53 | 53 | | 98·11 | 1·89 | 100·00 | 53 | — | 16·98 | 64·15 | 81·13 | — | — | — | — | — | — | | — | — | — |
| Borough Road | 53 | 53 | | 84·91 | 15·09 | 100·00 | 53 | — | 35·85 | 58·49 | 94·34 | 1 | — | 100·00 | — | 100·00 | — | | — | — | — |
| Carmarthen | 24 | 24 | | 91·66 | — | 91·66 | 24 | — | 25·00 | 66·66 | 91·66 | — | — | — | — | — | — | | — | — | — |
| Carnarvon | 21 | 21 | | 80·95 | — | 80·95 | 21 | — | 9·52 | 47·62 | 57·14 | 8 | — | 37·50 | 37·50 | 75·00 | — | | — | — | — |
| Chelsea | 53 | 53 | | 100·00 | — | 100·00 | 53 | — | 11·32 | 66·04 | 77·36 | — | — | — | — | — | — | | — | — | — |
| Cheltenham | 54 | 53 | | 98·11 | — | 98·11 | 53 | — | 5·66 | 88·68 | 94·34 | — | — | — | — | — | — | | — | — | — |
| Chester | 29 | 29 | | 96·55 | — | 96·55 | 29 | — | 24·14 | 68·97 | 93·11 | — | — | — | — | — | — | | — | — | — |
| Chichester | 14 | 14 | | 100·00 | — | 100·00 | 14 | — | 21·43 | 57·14 | 78·57 | — | — | — | — | — | — | | — | — | — |
| Culham | 28 | 28 | | 92·86 | 3·57 | 96·43 | 28 | — | 21·43 | 75·00 | 96·43 | — | — | — | — | — | — | | — | — | — |
| Durham | 26 | 26 | | 100·00 | — | 100·00 | 26 | — | 11·54 | 69·23 | 80·77 | — | — | — | — | — | — | | — | — | — |
| Edinburgh (Epis. Ch.) | 6 | 6 | | 100·00 | — | 100·00 | 6 | — | 16·66 | 50·00 | 66·66 | — | — | — | — | — | — | | — | — | — |
| „ (Ch. of Scot.) | 64 | 62 | | 70·97 | 9·68 | 80·65 | 62 | 3·23 | 54·84 | 41·93 | 100·00 | — | — | — | — | — | 6 | | — | 66·66 | 66·66 |
| „ (Free Ch.) | 54 | 53 | | 66·04 | 20·75 | 86·79 | 53 | — | 64·15 | 35·85 | 100·00 | — | — | — | — | — | 7 | | 28·57 | 71·43 | 100·00 |
| Exeter | 18 | 16 | | 100·00 | — | 100·00 | 16 | — | 25·00 | 50·00 | 75·00 | — | — | — | — | — | — | | — | — | — |
| Glasgow (Ch. of Scot.) | 47 | 47 | | 78·72 | 8·51 | 87·23 | 47 | — | 57·45 | 40·42 | 97·87 | — | — | — | — | — | 3 | | 33·33 | 66·67 | 100·00 |
| „ (Free Church) | 51 | 49 | | 63·27 | 20·40 | 83·67 | 49 | — | 59·18 | 38·78 | 97·96 | — | — | — | — | — | 6 | | 33·33 | 66·67 | 100·00 |
| Hammersmith | 8 | 8 | | 87·50 | 12·50 | 100·00 | 8 | — | 50·00 | 37·50 | 87·50 | — | — | — | — | — | — | | — | — | — |
| Highbury | 57 | 57 | | 96·49 | 3·51 | 100·00 | 57 | — | 15·79 | 80·70 | 96·49 | — | — | — | — | — | — | | — | — | — |
| Peterborough | 23 | 21 | | 100·00 | — | 100·00 | 21 | — | 28·57 | 66·67 | 95·24 | — | — | — | — | — | — | | — | — | — |
| Saltley | 46 | 44 | | 90·91 | — | 90·91 | 44 | — | 15·91 | 72·73 | 88·64 | — | — | — | — | — | — | | — | — | — |
| Westminster | 43 | 43 | | 83·72 | 13·95 | 97·67 | 43 | — | 27·90 | 69·77 | 97·67 | — | — | — | — | — | — | | — | — | — |
| Winchester | 10 | 10 | | 100·00 | — | 100·00 | 10 | — | — | 80·00 | 80·00 | — | — | — | — | — | — | | — | — | — |
| York | 40 | 40 | | 87·50 | 2·50 | 90·00 | 40 | — | 10·00 | 85·00 | 95·00 | — | — | — | — | — | — | | — | — | — |
| Average | — | — | — | 87·23 | 6·63 | 93·86 | — | 0·24 | 28·55 | 61·21 | 90·00 | — | 4·55 | 45·45 | 36·36 | 86·36 | — | — | 22·73 | 68·18 | 90·91 |

## Tabulated Results of Examination, Christmas 1861—*continued.*

### Male Students of the Second Year.

| Name of College. | Total No. of Students. | Religious Knowledge. | | | | | Liturgy. | | | | | Grammar. | | | | | Geography. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Battersea - - | 49 | 49 | — | — | 28·57 | 28·57 | 49 | | 63·27 | 36·73 | 100·00 | 48 | — | 54·17 | 45·83 | 100·00 | 48 | 2·08 | 50·00 | 47·92 | 100·00L |
| Borough Road - | 18 | — | — | — | — | — | — | | — | — | — | 18 | — | 27·78 | 72·22 | 100·00 | 18 | 5·56 | 88·88 | 5·56 | 100·00 |
| Carmarthen - - | 18 | 14 | — | — | 14·29 | 14·29 | 14 | | 14·29 | 78·57 | 92·86 | 14 | — | — | 57·14 | 57·14 | 14 | — | 42·86 | 35·71 | 78·57 |
| Carnarvon - - | 11 | 11 | — | 9·09 | 18·18 | 27·27 | 11 | | 9·09 | 45·45 | 54·54 | 11 | — | 9·09 | 36·36 | 45·45 | 11 | — | 45·45 | 54.55 | 100·00 |
| Chelsea - - - | 46 | 46 | 2·18 | 17·39 | 50·00 | 69·57 | 46 | | 19·57 | 63·04 | 82·61 | 46 | — | 47·82 | 50·00 | 97·82 | 46 | 6·52 | 54·35 | 36·95 | 97·82 |
| Cheltenham - - | 46 | 44 | — | — | 25·00 | 25·00 | 44 | | 36·36 | 63·64 | 100·00 | 44 | — | 54·55 | 45·45 | 100·00 | 44 | 6·82 | 45·45 | 47·73 | 100·00L |
| Chester - - | 22 | 22 | — | — | 18·18 | 18·18 | 22 | | 13·64 | 77·27 | 90·91 | 22 | — | 22·73 | 77·27 | 100·00 | 22 | 4·54 | 45·46 | 50·00 | 100·00 |
| Chichester - - | 11 | 11 | — | — | — | — | 11 | | — | 54·55 | 54·55 | 11 | — | 9·09 | 54·55 | 63·64 | 11 | — | 9·09 | 54·55 | 63·64 |
| Culham - - | 39 | 39 | — | — | 5·13 | 5·13 | 39 | | 12·82 | 56·41 | 69·23 | 39 | — | — | 46·15 | 46·15 | 39 | 5·13 | 25·64 | 64·10 | 94·87 |
| Durham - - | 22 | 22 | — | — | 31·82 | 31·82 | 22 | | 18·18 | 72·72 | 90·90 | 22 | — | 31·82 | 59·09 | 90·91 | 22 | — | 50·00 | 50·00 | 100·00 |
| Edinburgh (Epis. Ch.) | 9 | 8 | — | — | 25·00 | 25·00 | 8 | None. | — | 50·00 | 50·00 | 8 | 12·50 | — | 50·00 | 62·50 | 8 | — | 50·00 | 50·00 | 100·00 |
| „ (Ch. of Scot.) | 27 | 27 | —* | 55·55 | 37·04 | 92·59 | 27 | | 22·22 | 62·96 | 85·18 | 27 | — | 29·63 | 51·85 | 81·48L | 26 | — | 11·54 | 50·00 | 61·54 |
| „ (Free Ch.) | 46 | 46 | — | 45·65 | 34·78 | 80·43 | 46 | | 39·13 | 41·30 | 80·43 | 46 | — | 41·30 | 54·35 | 95·65 | 46 | — | 6·52 | 69·57 | 76·09 |
| Exeter - - - | 17 | 17 | — | — | — | — | 17 | | 5·88 | 64·71 | 70·59 | 17 | — | 35·29 | 52·94 | 88·23 | 17 | — | 47·06 | 52·94 | 100·00 |
| Glasgow (Ch. of Scot.) | 27 | 27 | — | 40·74 | 37·03 | 77·77 | 26 | | 42·31 | 53·84 | 96·15 | 27 | — | 7·40 | 55·56 | 62·96 | 27 | — | 7·40 | 70·37 | 77·77 |
| „ (Free Church) | 38 | 38 | — | 18·42 | 63·16 | 81·58 | 32 | | 18·75 | 50·00 | 68·75 | 38 | — | 28·95 | 60·52 | 89·47 | 37 | — | — | 29·73 | 29·73 |
| Hammersmith (R.C.) | 22 | — | — | — | — | — | — | | — | — | — | 22 | — | 36·36 | 50·00 | 86·36 | 22 | — | 36·36 | 45·45 | 81·81 |
| Highbury - - | 22 | 22 | — | 9·09 | 63·63 | 72·72 | 22 | | 45·45 | 54·55 | 100·00 | 22 | — | 22·72 | 68·18 | 90·90 | 22 | — | 50·00 | 50·00 | 100·00L |
| Peterborough - | 21 | 21 | — | — | — | — | 21 | | 19·05 | 42·86 | 61·91 | 21 | — | — | 33·33 | 33·33 | 21 | — | 33·33 | 61·91 | 95·24L |
| Saltley - - | 35 | 34 | — | — | 5·88 | 5·88 | 34 | | 2·94 | 67·65 | 70·59 | 34 | — | 23·53 | 70·59 | 94·12 | 34 | — | — | 94·12 | 94·12L |
| Westminster - | 26 | — | — | — | — | — | — | | — | — | — | 26 | — | 26·92 | 65·38 | 92·30L | 26 | — | 46·15 | 46·15 | 92·30L |
| Winchester - - | 11 | 11 | — | — | 9·09 | 9·09 | 11 | | 18·18 | 63·63 | 81·81 | 11 | — | — | 81·81 | 81·81 | 11 | — | — | 72·72 | 72·72 |
| York - - - | 37 | 37 | — | — | 21·62 | 21·62 | 37 | | 13·51 | 64·87 | 78·38 | 37 | — | 45·95 | 51·35 | 97·30 | 37 | — | 43·24 | 56·76 | 100·00L |
| Average - - | — | — | 0·18 | 11·90 | 27·84 | 39·92 | — | — | 25·05 | 57·14 | 82·19 | — | 0·16 | 29·79 | 54·99 | 84·94 | — | 1·80 | 33·17 | 52·71 | 87·68 |

Tabulated Results of Examination, Christmas 1861—*Male Students of the Second Year*—continued.

| Name of College. | Total No. of Students. | English History. | | | | | Arithmetic. | | | | | Music. | | | | | School Management. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Battersea - - | 49 | 48 | 2·08 | 22·92 | 43·75 | 68·75 | 48 | 25·00 | 33·33 | 22·92 | 81·25 | 45 | — | 26·66 | 60·00 | 86·66 | 48 | — | 47·92 | 50·00 | 97·92 |
| Borough Road - | 18 | 18 | 33·33 | 61·11 | 5·56 | 100·00 L | 18 | 27·78 | — | 11·11 | 38·89 | 18 | — | 22·22 | 66·66 | 88·88 | 18 | — | 11·11 | 72·22 | 83·33 |
| Carmarthen - - | 18 | 14 | — | 35·71 | 42·86 | 78·57 L | 14 | — | — | 50·00 | 50·00 | 8 | — | 25·00 | 50·00 | 75·00 | 14 | — | 14·29 | 42·85 | 57·14 |
| Carnarvon - - | 11 | 11 | — | 45·45 | 27·27 | 72·72 | 11 | 9·09 | 9·09 | 18·18 | 36·36 | 10 | — | 10·00 | 40·00 | 50·00 | 11 | — | 27·27 | 45·45 | 72·72 |
| Chelsea - - | 46 | 45 | 11·11 | 60·00 | 24·44 | 95·55 L | 46 | 8·70 | 17·39 | 32·61 | 58·70 | 46 | 2·18 | 17·39 | 56·52 | 76·09 | 46 | — | 17·39 | 73·91 | 91·30 |
| Cheltenham - - | 46 | 44 | 20·45 | 65·91 | 13·64 | 100·00 L | 44 | 9·09 | 29·54 | 22·73 | 61·36 | 44 | — | 11·36 | 40·91 | 52·27 | 44 | — | 40·91 | 56·82 | 97·73 |
| Chester - - - | 22 | 22 | — | 9·09 | 54·54 | 63·63 | 22 | — | 40·91 | 27·27 | 68·18 | 20 | — | 15·00 | 75·00 | 90·00 | 22 | — | 4·54 | 59·09 | 63·63 |
| Chichester - - | 11 | 11 | — | — | 54·55 | 54·55 | 11 | 9·09 | 9·09 | 9·09 | 27·27 | 10 | — | — | 30·30 | 30·30 | 11 | — | 18·18 | 18·18 | 36·36 |
| Culham - - | 39 | 39 | — | 12·82 | 51·28 | 64·10 | 39 | — | 10·26 | 20·51 | 30·77 | 36 | — | 13·89 | 61·11 | 75·00 | 39 | — | 12·82 | 56·41 | 69·23 |
| Durham - - | 22 | 22 | — | 13·64 | 68·18 | 81·82 | 22 | 9·09 | 13·64 | 27·27 | 50·00 | 19 | — | 10·53 | 26·31 | 33·84 | 22 | — | 50·00 | 50·00 | 100·00 |
| Edinburgh (Epis. Ch.) | 9 | 8 | — | 25·00 | 25·00 | 50·00 | 8 | 12·50 | 12·50 | 25·00 | 50·00 | 7 | — | 14·29 | 28·57 | 42·86 | 8 | — | 25·00 | 62·50 | 87·50 |
| „ (Ch. of Scot.) | 27 | 27 | — | 14·82 | 33·33 | 48·15 | 27 | — | 18·52 | 22·22 | 40·74 | 27 | — | 3·70 | 37·04 | 40·74 | 27 | — | 59·26 | 40·74 | 100·00 |
| „ (Free Ch.) | 46 | 46 | — | 8·70 | 34·78 | 43·48 | 46 | 6·52 | 17·39 | 4·35 | 28·26 | 36 | — | — | 33·33 | 33·33 | 46 | — | 73·92 | 23·91 | 97·83 |
| Exeter - - - | 17 | 17 | — | 11·76 | 64·71 | 76·47 | 17 | — | 5·88 | 29·41 | 35·29 | 17 | — | 5·88 | 29·41 | 35·29 | 17 | — | 29·41 | 52·94 | 82·35 |
| Glasgow (Ch. of Scot.) | 27 | 27 | — | 14·81 | 66·67 | 81·48 | 27 | — | 7·41 | 25·92 | 33·33 | 22 | — | 31·82 | 45·45 | 77·27 | 27 | — | 29·63 | 59·25 | 88·88 |
| „ (Free Church) | 38 | 36 | — | 2·78 | 41·66 | 44·44 | 38 | 2·63 | 5·26 | 5·26 | 13·15 | 20 | — | 5·00 | 30·00 | 35·00 | 38 | — | 10·53 | 57·89 | 68·42 |
| Hammersmith (R. C.) | 22 | 22 | — | 40·91 | 50·00 | 90·91 | 22 | 9·09 | — | 31·82 | 40·91 | 21 | — | 9·52 | 23·81 | 33·33 | 22 | — | 36·36 | 63·64 | 100·00 |
| Highbury - - | 22 | 22 | — | 45·45 | 45·45 | 90·90 L | 22 | 9·09 | 45·45 | 18·18 | 72·72 | 22 | — | 13·64 | 45·45 | 59·09 | 22 | — | 59·09 | 36·36 | 95·45 |
| Peterborough - - | 21 | 21 | — | 33·33 | 66·67 | 100·00 | 21 | — | 4·76 | 9·53 | 14·29 | 21 | — | 23·81 | 47·62 | 71·43 | 21 | — | — | 52·38 | 52·38 |
| Saltley - - - | 35 | 34 | — | 32·35 | 55·88 | 88·23 | 34 | 5·88 | 17·65 | 23·53 | 47·60 | 32 | — | 3·13 | 25·00 | 28·13 | 34 | 2·94 | 50·00 | 41·18 | 94·12 |
| Westminster - - | 26 | 26 | — | 69·23 | 26·92 | 96·15 | 26 | 11·54 | 15·38 | 19·23 | 46·15 | 26 | 23·07 | 42·31 | 26·92 | 92·30 | 26 | — | 7·69 | 61·54 | 69·23 |
| Winchester - - | 11 | 11 | — | 18·18 | 45·45 | 63·63 | 11 | 9·09 | 18·18 | 18·18 | 45·45 | 10 | — | 10·00 | 20·00 | 30·00 | 11 | — | — | 45·45 | 45·45 |
| York - - - | 37 | 37 | — | 13·51 | 37·84 | 51·35 L | 37 | 5·40 | 27·03 | 20·73 | 62·16 | 31 | — | 19·35 | 48·39 | 67·74 | 37 | — | 5·40 | 59·47 | 64·87 |
| Average - - | — | — | 3·45 | 29·11 | 41·45 | 74·01 | — | 7·53 | 17·51 | 21·40 | 46·48 | — | 1·28 | 14·96 | 43·43 | 59·67 | — | 0·16 | 30·44 | 52·21 | 82·81 |

Tabulated Results of Examination, Christmas 1861—*Male Students of the Second Year*—continued.

| Name of College. | Total No. of Students. | Reading. | | | | | Spelling. | | | | | Penmanship. | | | | | Physical Science. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Exercise. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Battersea | 49 | 49 | — | 42·86 | 42·86 | 85·72 | 49 | | 95·92 | 4·08 | 100·00 | 48 | — | 18·75 | 66·67 | 85·42 | 9 | 11·11 | 44·44 | 44·44 | 100.00 |
| Borough Road | 18 | 18 | — | — | 44·44 | 44·44 | 18 | | 94·44 | 5·56 | 100·00 | 18 | — | 38·89 | 61·11 | 100·00 | — | — | — | — | — |
| Carmarthen | 18 | 14 | — | — | 64·28 | 64·28 | 14 | | 85·71 | 14·29 | 100·00 | 14 | — | 28·57 | 57·14 | 85·71 | — | — | — | — | — |
| Carnarvon | 11 | 11 | — | 45·45 | 36·36 | 81·81 | 11 | | 54·55 | 45·45 | 100·00 | 11 | — | 27·27 | 54·54 | 81·81 | — | — | — | — | — |
| Chelsea | 46 | 46 | — | 41·30 | 50·00 | 91·30 | 46 | | 95·65 | 4·35 | 100·00 | 46 | — | 6·52 | 63·04 | 69·56 | 7 | — | — | 71·43 | 71·43 |
| Cheltenham | 46 | 44 | — | 34·09 | 50·00 | 84·09 | 44 | | 68·18 | 22·72 | 90·90 | 44 | — | 18·18 | 59·09 | 77·27 | 28 | — | 7·14 | 53·57 | 60·71L |
| Chester | 22 | 22 | — | 4·54 | 68·19 | 72·73 | 22 | | 100·00 | — | 100·00 | 22 | 4·54 | 50·00 | 36·36 | 90·90 | 13 | — | 15·38 | 46·15 | 61·53L |
| Chichester | 11 | 11 | — | 18·18 | 63·64 | 81·82 | 11 | | 100·00 | — | 100·00 | 11 | — | 18·18 | 45·45 | 63·63 | 6 | — | — | 26·67 | 16·67 |
| Culham | 39 | 39 | — | 12·82 | 64·10 | 76·92 | 39 | | 94·87 | 5·13 | 100·00 | 39 | — | 17·95 | 61·54 | 79·49 | 13 | — | — | 30·77 | 30·77 |
| Durham | 22 | 22 | — | 4·55 | 68·18 | 72·73 | 22 | | 90·91 | 9·09 | 100·00 | 22 | — | 18·18 | 68·18 | 86·36 | — | — | — | — | — |
| Edinburgh (Epis. Ch.) | 9 | 9 | — | — | 33·33 | 33·33 | 8 | | 75·00 | 25·00 | 100·00 | 8 | — | 12·50 | 50·00 | 62·50 | — | — | — | — | — |
| „ (Ch. of Scot.) | 27 | 27 | — | 62·96 | 37·04 | 100·00 | 27 | None. | 70·37 | 18·52 | 88·89 | 27 | — | 59·26 | 40·74 | 100·00 | — | — | — | — | — |
| „ (Free Ch.) | 46 | 46 | 17·39 | 43·48 | 36·96 | 97·83 | 46 | | 73·91 | 15·22 | 89·13 | 46 | 2·18 | 73·91 | 23·91 | 100·00 | — | — | — | — | — |
| Exeter | 17 | 17 | — | 23·53 | 35·29 | 58·82 | 17 | | 82·35 | 17·65 | 100·00 | 17 | 5·88 | 23·53 | 64·71 | 94·12 | — | — | — | — | — |
| Glasgow (Ch. of Scot.) | 27 | 27 | — | 18·52 | 74·07 | 92·59 | 27 | | 81·48 | 7·40 | 88·88 | 27 | — | 74·07 | 22·22 | 96·29 | 24 | — | 16·67 | 66·66 | 83·33L |
| „ (Free Ch.) | 38 | 38 | 26·32 | 73·68 | — | 100·00 | 38 | | 65·79 | 21·05 | 86·84 | 38 | 2·63 | 71·05 | 26·32 | 100·00 | — | — | — | — | — |
| Hammersmith (R.C.) | 22 | 22 | — | 36·36 | 45·45 | 81·81 | 22 | | 86·36 | 13·64 | 100·00 | 22 | 4·54 | 40·91 | 54·55 | 100·00 | — | — | — | — | — |
| Highbury | 22 | 22 | — | 22·73 | 63·63 | 86·36 | 22 | | 77·27 | 18·18 | 95·45 | 22 | — | 4·55 | 36·36 | 40·91 | — | — | — | — | — |
| Peterborough | 21 | 21 | — | 19·05 | 38·09 | 57·14 | 21 | | 85·71 | 14·29 | 100·00 | 21 | — | 38·10 | 57·14 | 95·24 | — | — | — | — | — |
| Saltley | 35 | 35 | — | 11·43 | 68·57 | 80·00 | 34 | | 73·53 | 17·65 | 91·18 | 34 | — | 23·53 | 50·00 | 73·53 | — | — | — | — | — |
| Westminster | 26 | 26 | — | 11·54 | 65·38 | 76·92 | 26 | | 73·08 | 26·92 | 100·00 | 26 | — | 26·92 | 65·38 | 92·30 | 16 | — | 6·25 | 62·50 | 68·75 |
| Winchester | 11 | 11 | — | 18·18 | 54·54 | 72·72 | 11 | | 81·82 | 18·18 | 100·00 | 11 | — | 36·36 | 45·45 | 81·81 | 2 | — | — | 50·00 | 50·00 |
| York | 37 | 37 | — | 5·40 | 67·57 | 72·97 | 37 | | 86·48 | 8·11 | 94·59 | 37 | — | 21·62 | 59·46 | 81·08 | — | — | — | — | — |
| Average | — | — | 2·93 | 27·85 | 50·32 | 81·10 | — | — | 82·51 | 13·24 | 95·75 | — | 0·82 | 33·55 | 50·74 | 85·11 | — | 0·85 | 11·02 | 52·54 | 64·41 |

Tabulated Results of Examination, Christmas 1861—*Male Students of the Second Year*—continued.

| Name of College. | Total No. of Students. | Mechanics. | | | | | Mathematics. | | | | | English Literature. | | | | | Latin. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Battersea | 49 | — | None. | — | — | — | 21 | 9·52 | 47·62 | 33·33 | 90·47 | 18 | None. | 33·33 | 61·11 | 94·44L | — | — | — | — | — |
| Borough Road | 18 | — | | — | — | — | 18 | 5·56 | 11·11 | 55·55 | 72·22L | — | | — | — | — | — | — | — | — | — |
| Carmarthen | 18 | — | | — | — | — | 9 | — | — | 44·44 | 44·44 | — | | — | — | — | 1 | — | — | 100·00 | 100·00 |
| Carnarvon | 11 | 11 | | 18·18 | 36·36 | 54·54L | — | — | — | — | — L | — | | — | — | — | — | — | — | — | — |
| Chelsea | 46 | 5 | | 20·00 | 40·00 | 60·00 | 4 | — | — | 50·00 | 50·00L | 12 | | 16·67 | 50·00 | 66·67L | 18 | — | 5·55 | 61·11 | 66·66 |
| Cheltenham | 46 | — | | — | — | — | 15 | 13·33 | 13·33 | 46·67 | 73·33 | — | | — | — | — | 1 | — | — | 100·00 | 100·00 |
| Chester | 22 | 8 | | — | 62·50 | 62·50 | — | — | — | — | — | — | | — | — | — | — | — | — | — | — |
| Chichester | 11 | — | | — | — | — | 5 | — | 60·00 | 40·00 | 100·00 | — | | — | — | — | — | — | — | — | — |
| Culham | 39 | — | | — | — | — | 6 | — | 16·66 | 50·00 | 66·66 | — | | — | — | — | — | — | — | — | — |
| Durham | 22 | 9 | | 11·11 | 55·55 | 66.66L | — | — | — | — | — L | 11 | | 9·09 | 72·72 | 81·81 | — | — | — | — | — |
| Edinburgh (Epis. Ch.) | 9 | — | | — | — | — | 8 | — | 37·50 | 62·50 | 100·00 | — | | — | — | — | — | — | — | — | — |
| ,, (Ch. of Scot.) | 27 | — | | — | — | — | 1 | — | 100·00 | — | 100·00L | — | | — | — | — L | 26 | 7·69 | 19·23 | 34·62 | 61·54 |
| ,, (Free Ch.) | 46 | — | | — | — | — | 10 | — | 30·00 | 50·00 | 80·00 | 5 | | 40·00 | 20·00 | 60·00L | 30 | 3·33 | 10·00 | 46·67 | 60·00 |
| Exeter | 17 | — | | — | — | — | 15 | — | 6·67 | 53·33 | 60·00 | — | | — | — | — | — | — | — | — | — |
| Glasgow (Ch. of Scot.) | 27 | — | | — | — | — | 3 | — | — | 33·33 | 33·33 | — | | — | — | — | — | — | — | — | — |
| ,, (Free Church) | 38 | — | | — | — | — | 14 | — | 7·14 | 42·86 | 50·00L | 4 | | — | — | — | 17 | — | 11·76 | 29·41 | 41·17 |
| Hammersmith (R.C.) | 22 | — | | — | — | — | 9 | — | 11·11 | 44·44 | 55·55 | 5 | | 60·00 | 20·00 | 80·00 | — | — | — | — | — |
| Highbury | 22 | — | | — | — | — | 22 | — | 13·64 | 40·91 | 54·55L | — | | — | — | — | — | — | — | — | — |
| Peterborough | 21 | — | | — | — | — | 8 | — | — | 62·50 | 62·50 | 10 | | — | 40·00 | 40·00 | — | — | — | — | — |
| Saltley | 35 | — | | — | — | — | 20 | — | — | 30·00 | 30·00L | 14 | | 7·14 | 42·86 | 50·00 | — | — | — | — | — |
| Westminster | 26 | — | | — | — | — | 10 | — | 30·00 | 60·00 | 90·00 | — | | — | — | — L | — | — | — | — | — |
| Winchester | 11 | — | | — | — | — | 4 | — | — | 75·00 | 75·00L | — | | — | — | — | 1 | — | — | 100·00 | 100·00 |
| York | 37 | — | | — | — | — | 10 | — | 20·00 | 60·00 | 80·00L | 12 | | 33·33 | 66·67 | 100·00 | 3 | — | 33·33 | 66·67 | 100·00 |
| Average | — | — | — | 12·12 | 48·48 | 60·60 | — | 2·36 | 16·98 | 46·69 | 66·03 | — | — | 20·88 | 49·45 | 70·33 | — | 3·09 | 12·37 | 45·36 | 60·82 |

Tabulated Results of Examination, Christmas 1861—*Male Students of the Second Year*—continued.

| Name of College. | Total No. of Students. | Teaching. | | | | | Welsh. | | | | | Gaelic. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Exercise | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Battersea | 49 | 49 | — | 30·61 | 48·98 | 79·59 | 1 | 100·00 | None. | — | 100·00 | — | None. | — | — | — |
| Borough Road | 18 | 18 | — | — | 55·55 | 55·55 | — | — | | — | — | — | | — | — | — |
| Carmarthen | 18 | 14 | — | 7·14 | 71·43 | 78·57 | — | — | | — | — | — | | — | — | — |
| Carnarvon | 11 | 11 | — | 36·36 | 54·54 | 90·90 | 2 | — | | 50·00 | 50·00 | — | | — | — | — |
| Chelsea | 46 | 46 | 4·35 | 30·43 | 56·52 | 91·30 | 1 | 100·00 | | — | 100·00 | — | | — | — | — |
| Cheltenham | 46 | 44 | 2·27 | 31·82 | 47·73 | 81·82 | — | — | | — | — | — | | — | — | — |
| Chester | 22 | 22 | — | — | 72·73 | 72·73 | — | — | | — | — | — | | — | — | — |
| Chichester | 11 | 11 | — | 9·09 | 72·73 | 81·82 | — | — | | — | — | — | | — | — | — |
| Culham | 39 | 39 | 5·13 | 23·08 | 51·28 | 79·49 | — | — | | — | — | — | | — | — | — |
| Durham | 22 | 22 | — | 18·18 | 63·63 | 81·81 | — | — | | — | — | — | | — | — | — |
| Edinburgh (Epis. Ch.) | 9 | 9 | — | 55·55 | 33·33 | 88·88 | — | — | | — | — | — | | — | — | — |
| „ (Ch. of Scot.) | 27 | 27 | — | 66·67 | 33·33 | 100·00 | — | — | | — | — | 1 | | 100·00 | — | 100·00 |
| „ (Free Ch.) | 46 | 46 | 13·05 | 60·87 | 23·91 | 97·83 | — | — | | — | — | 1 | | 100·00 | — | 100·00 |
| Exeter | 17 | 17 | — | 23·53 | 58·82 | 82·35 | — | — | | — | — | — | | — | — | — |
| Glasgow (Ch. of Scot.) | 27 | 27 | — | 44·44 | 44·44 | 88·88 | — | — | | — | — | 2 | | — | 100·00 | 100·00 |
| „ (Free Church) | 38 | 38 | 23·68 | 76·32 | — | 100·00 | — | — | | — | — | 2 | | 50·00 | 50·00 | 100·00 |
| Hammersmith (R. C.) | 22 | 22 | 9·09 | 36·36 | 54·55 | 100·00 | — | — | | — | — | — | | — | — | — |
| Highbury | 22 | 22 | 9·09 | 36·36 | 45·45 | 90·90 | — | — | | — | — | — | | — | — | — |
| Peterborough | 21 | 21 | — | 9·52 | 61·91 | 71·44 | — | — | | — | — | — | | — | — | — |
| Saltley | 35 | 35 | — | 14·28 | 71·43 | 85·71 | — | — | | — | — | — | | — | — | — |
| Westminster | 26 | 26 | — | 26·92 | 69·23 | 96·15 | — | — | | — | — | — | | — | — | — |
| Winchester | 11 | 11 | — | 9·09 | 81·81 | 90·90 | — | — | | — | — | — | | — | — | — |
| York | 37 | 37 | — | 37·84 | 59·46 | 97·30 | — | — | | — | — | — | | — | — | — |
| Average | — | — | 3·91 | 33·06 | 50·32 | 87·29 | — | 50·00 | — | 25·00 | 75·00 | — | — | 50·00 | 50·00 | 100·00 |

Tabulated Results of Examination, Christmas 1861—*continued*.

FEMALE STUDENTS OF THE FIRST YEAR.

| Name of College. | Total No. of Students. | Religious Knowledge. | | | | | Catechism. | | | | | Arithmetic. | | | | | Grammar. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford - | 23 | 23 | 4·35 | 47·82 | 43·48 | 95·65 | 23 | — | — | 78·26 | 78·26 | 23 | 4·35 | 47·82 | 43·48 | 95·65 | 23 | — | 13·04 | 78·26 | 91·30 |
| Brighton - - | 28 | 28 | 7·14 | 50·00 | 39·29 | 96·43 | 28 | — | — | 96·43 | 96·43 | 28 | — | 32·14 | 53·57 | 85·71 | 28 | — | 7·14 | 75·00 | 82·14 |
| Bristol - - - | 41 | 39 | 2·56 | 66·67 | 30·77 | 100·00 | 39 | — | 2·56 | 71·80 | 74·36 | 39 | — | 30·77 | 53·85 | 84·62 | 39 | — | 15·38 | 79·49 | 94·87 |
| Cheltenham - - | 39 | 39 | 12·82 | 64·10 | 23·08 | 100·00 | 39 | — | 10·26 | 82·05 | 92·31 | 39 | — | 33·33 | 53·85 | 87·18 | 39 | — | 15·39 | 64·10 | 79·49 |
| Derby - - - | 24 | 24 | 12·50 | 50·00 | 37·50 | 100·00 | 24 | — | 8·33 | 79·17 | 87·50 | 24 | 4·17 | 33·33 | 50·00 | 87·50 | 24 | — | 16·67 | 50·00 | 66·67 |
| Durham - - | 27 | 27 | 14·81 | 55·55 | 29·64 | 100·00 | 27 | — | 7·40 | 81·48 | 88·88 | 27 | 3·70 | 51·85 | 33·33 | 88·88 | 27 | — | 14·81 | 44·44 | 59·25 |
| Edinburgh (Ch. of Sc.) | 59 | 59 | — | 35·59 | 49·15 | 84·74 | 55 | — | 18·18 | 67·27 | 85·45 | 59 | 5·08 | 20·34 | 45·76 | 71·18 | 59 | — | — | 71·18 | 71·18 |
| „ (Free Ch.) | 57 | 57 | 1·75 | 36·84 | 54·39 | 92 98 | 56 | 1·79 | 46·43 | 50·00 | 98·22 | 57 | 1·75 | 35·09 | 42·11 | 78·95 | 57 | — | 7·02 | 70·17 | 77·19 |
| Glasgow (Ch. of Scot.) | 34 | 33 | 3·03 | 24·24 | 66·66 | 93·93 | 33 | — | 48·48 | 45·45 | 93·93 | 33 | — | 21·21 | 63·63 | 84·84 | 34 | — | 2·94 | 58·82 | 61·76 |
| „ (Free Church) | 39 | 39 | 2·56 | 46·15 | 43·59 | 92·30 | 39 | — | 53·85 | 38·46 | 92 31 | 39 | — | 17·95 | 38·46 | 56·41 | 39 | — | 2·56 | 53·85 | 56·41 |
| Home and Colonial - | 58 | 58 | 15·52 | 63·79 | 20·69 | 100·00 | 58 | — | 10·35 | 84·48 | 94·83 | 58 | — | 53·45 | 41·38 | 94·83 | 58 | — | 44·83 | 48·27 | 93·10 |
| Liverpool (Rom. Cath.) | 36 | — | — | — | — | — | — | — | — | — | — | 36 | 5·55 | 61·11 | 27·78 | 94·44 | 36 | — | 36·11 | 63·89 | 100·00 |
| Norwich - - | 22 | 22 | — | 72·73 | 27·27 | 100·00 | 22 | — | — | 100·00 | 100·00 | 22 | — | 45·45 | 50·00 | 95·45 | 22 | — | 13·64 | 86·36 | 100·00 |
| St. Leonard's (Rom. C.) | 16 | — | — | — | — | — | — | — | — | — | — | 15 | — | — | 46·66 | 46·66 | 15 | — | 60·00 | 40·00 | 100·00 |
| Salisbury - - | 38 | 38 | 7·90 | 52·63 | 36·84 | 97·37 | 38 | — | 5·26 | 81·58 | 86·84 | 38 | 2·63 | 55·26 | 34·21 | 92·10 | 38 | — | 21·05 | 73·69 | 94·74 |
| Stockwell - - | 73 | — | — | — | — | — | — | — | — | — | — | 73 | — | 27·40 | 53·42 | 80·82 | 73 | — | 10·96 | 75·34 | 86·30 |
| Truro - - - | 22 | 22 | — | 40·91 | 50·00 | 90·91 | 22 | — | — | 95·45 | 95·45 | 22 | — | 40·91 | 36·36 | 77·27 | 22 | — | 13·64 | 81·81 | 95·45 |
| Warrington - - | 55 | 55 | 16·36 | 61·82 | 21·82 | 100·00 | 55 | — | 5·45 | 87·28 | 92·73 | 55 | 1·82 | 41·82 | 41·82 | 85·46 | 55 | — | 23·64 | 67·27 | 90·91 |
| Westminster - - | 36 | — | — | — | — | — | — | — | — | — | — | 36 | — | 33·33 | 50·00 | 83·33 | 36 | 2·78 | 8·33 | 69·45 | 80·56 |
| Whitelands - - | 55 | 55 | 18·18 | 67·27 | 14·55 | 100·00 | 55 | — | 5·45 | 92·73 | 98·18 | 55 | 12·73 | 41·82 | 38·18 | 92·73 | 55 | — | 10·91 | 85·45 | 96·36L |
| York - - - | 16 | 16 | 12·50 | 62·50 | 25·00 | 100·00 | 16 | — | 6·25 | 87·50 | 93·75 | 16 | — | 18·75 | 31·25 | 50·00 | 16 | — | 56·25 | 43·75 | 100·00 |
| Average - - | — | — | 8·20 | 52·68 | 35·49 | 96·37 | — | 0·16 | 15·42 | 75·83 | 91·41 | — | 2·26 | 36·15 | 44·58 | 82·99 | — | 0·13 | 16·60 | 67·29 | 84·02 |

## Tabulated Results of Examination, Christmas 1861—*Female Students of the First Year*—continued.

| Name of College. | Total No. of Students. | Geography. | | | | | History. | | | | | School Management. | | | | | Domestic Economy. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford - | 23 | 23 | — | 4·35 | 60·87 | 65·22 | 23 | None. | — | 73·91 | 73·91 | 23 | — | 13·04 | 69·57 | 82·61 | 23 | 8·70 | 52·17 | 34·78 | 95·65 |
| Brighton - - | 28 | 28 | — | — | 35·71 | 35·71 | 28 | | — | 10·71 | 10·71 | 27 | — | 3·70 | 62·96 | 66·66 | 28 | 17·86 | 53·57 | 28·57 | 100·00 |
| Bristol - - | 41 | 39 | — | 7·69 | 33·33 | 41·02 | 39 | | — | 28·21 | 28·21 | 39 | — | 20·51 | 69·23 | 89·74 | 39 | 12·82 | 58·97 | 28·21 | 100·00 |
| Cheltenham - - | 39 | 39 | — | 5·13 | 41·02 | 46·15L | 39 | | 12·82 | 71·80 | 84·62L | 39 | — | 28·21 | 66·66 | 94·87 | 39 | 10·26 | 41·02 | 46·15 | 97·43 |
| Derby - - - | 24 | 24 | — | 8·33 | 20·84 | 29·17 | 24 | | — | 25·00 | 25·00 | 24 | — | 25·00 | 70·83 | 95·83 | 24 | 16·67 | 54·16 | 29·17 | 100·00 |
| Durham - - | 27 | 27 | — | 7·40 | 51·85 | 59·25 | 27 | | 7·40 | 66·67 | 74·07 | 27 | — | 18·52 | 62·96 | 81·48 | 27 | 7·40 | 51·85 | 40·75 | 100·00 |
| Edinburgh (Ch. of Sc.) | 59 | 59 | — | — | 25·42 | 25·42 | 59 | | — | 37·29 | 37·29 | 59 | — | 15·25 | 44·07 | 59·32 | 59 | 6·78 | 23·73 | 55·93 | 86·44 |
| ,, (Free Ch.) | 57 | 57 | — | 3·51 | 33·33 | 36·84 | 57 | | 12·28 | 57·89 | 70·17 | 57 | 1·75 | 21·05 | 54·39 | 77·19 | 57 | 10·53 | 45·61 | 35·09 | 91·23 |
| Glasgow (Ch. of Scot.) | 34 | 34 | — | — | 23·53 | 23·53 | 34 | | — | 50·00 | 50·00 | 34 | — | 8·82 | 41·18 | 50·00 | 34 | 11·77 | 58·82 | 29·41 | 100·00 |
| ,, (Free Ch.) - | 39 | 39 | — | 5·13 | 20·51 | 25·64 | 39 | | — | 33·33 | 33·33 | 39 | — | 7·69 | 56·41 | 64·10 | 39 | 10·26 | 35·90 | 46·15 | 92·31 |
| Home and Colonial - | 58 | 58 | — | 13·79 | 50·00 | 63·79 | 58 | | 10·34 | 70·69 | 81·03L | 58 | — | 34·48 | 63·79 | 98·27 | 58 | 10·35 | 46·55 | 43·10 | 100·00 |
| Liverpool (Rom. Cat.) | 36 | 36 | 2·78 | 25·00 | 52·78 | 80·56 | 36 | | 13·89 | 83·33 | 97·22 | 36 | 8·33 | 75·00 | 16·67 | 100·00 | 36 | 8·33 | 30·56 | 58·33 | 97·22 |
| Norwich - - | 22 | 22 | — | 13·64 | 54·54 | 68·18 | 22 | | 9·09 | 81·81 | 90·90 | 22 | — | 54·54 | 40·91 | 95·45 | 22 | 4·55 | 40·91 | 54·54 | 100·00 |
| St. Leonard's (Rom.C.) | 16 | 15 | — | 13·33 | 53·33 | 66·66 | 15 | | 6·67 | 73·33 | 80·00 | 15 | 13·33 | 80·00 | 6·67 | 100·00 | 15 | — | 53·33 | 46·67 | 100·00 |
| Salisbury - - | 38 | 38 | — | 2·63 | 57·90 | 60·53L | 38 | | — | 57·90 | 57·90 | 38 | — | 15·79 | 55·26 | 71·05 | 38 | 5·26 | 55·26 | 36·85 | 97·37 |
| Stockwell - - | 73 | 73 | 1·37 | 13·70 | 58·90 | 73·97 | 73 | | 13·70 | 58·90 | 72·60L | 73 | — | 6·85 | 71·23 | 78·08 | 73 | 27·40 | 43·84 | 28·76 | 100·00 |
| Truro - - - | 22 | 22 | — | 9·09 | 36·36 | 45·45 | 22 | | 4·54 | 22·73 | 27·27 | 22 | — | — | 63·63 | 63·63 | 22 | 4·54 | 59·09 | 31·82 | 95·45 |
| Warrington - - | 55 | 55 | — | 9·09 | 38·18 | 47·27 | 55 | | 1·82 | 54·54 | 56·36 | 55 | — | 5·45 | 83·64 | 89·09 | 55 | 29·09 | 49·09 | 21·82 | 100·00 |
| Westminster - - | 36 | 36 | — | 5·56 | 22·22 | 27·78L | 36 | | — | 41·67 | 41·67 | 36 | — | 8·33 | 47·22 | 55·55 | 36 | 19·45 | 47·22 | 33·33 | 100·00 |
| Whitelands - - | 55 | 55 | — | 16·36 | 60·00 | 76·36 | 55 | | 5·45 | 60·00 | 65·45 | 55 | — | 29·09 | 65·46 | 94·55 | 55 | 21·82 | 45·45 | 29·09 | 96·36 |
| York - - - | 16 | 16 | — | — | 31·25 | 31·25 | 16 | | 31·25 | 50·00 | 81·25 | 16 | — | 18·75 | 50·00 | 68·75 | 16 | 12·50 | 62·50 | 25·00 | 100·00 |
| Average - - | — | — | 0·25 | 8·18 | 41·51 | 49·94 | — | — | 6·04 | 53·33 | 59·37 | — | 0·76 | 21·16 | 57·93 | 79·85 | — | 13·84 | 46·16 | 37·11 | 97·11 |

Tabulated Results of Examination, Christmas 1861—*Female Students of the First Year*—continued.

| Name of College. | Total No. of Students. | Industrial Skill. | | | | | Music. | | | | | Reading. | | | | | Spelling. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Exercise. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Exercise. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford | 23 | 23 | — | 43·48 | 47·82 | 91·30 | 23 | — | — | 34·78 | 34·78 | 23 | — | 73·91 | 26·09 | 100·00 | 23 | None. | 43·48 | 34·78 | 78·26 |
| Brighton | 28 | 28 | — | 28·57 | 64·29 | 92·86 | 26 | — | — | — | — | 28 | — | 32·14 | 64·29 | 96·43 | 28 | | 25·00 | 71·43 | 96·43 |
| Bristol | 41 | 39 | — | 41·03 | 46·15 | 87·18 | 35 | — | 2·86 | 42·86 | 45·72 | 41 | — | 19·51 | 73·17 | 92·68 | 39 | | 43·59 | 48·72 | 92·31 |
| Cheltenham | 39 | 39 | — | 28·20 | 53·85 | 82·05 | 39 | — | 7·69 | 69·23 | 76·92 | 39 | — | 35·90 | 58·97 | 94·87 | 39 | | 23·07 | 71·80 | 94·87 |
| Derby | 24 | 24 | — | 62·50 | 37·50 | 100·00 | 22 | — | 4·54 | 13·64 | 18·18 | 24 | — | 12·50 | 66·67 | 79·17 | 24 | | 58·33 | 41·67 | 100·00 |
| Durham | 27 | 27 | — | 18·52 | 51·85 | 70·37 | 26 | — | 11·54 | 57·69 | 69·23 | 27 | — | 29·64 | 55·55 | 85·19 | 27 | | 40·75 | 55·55 | 96·30 |
| Edinburgh (Ch. of Scot.) | 59 | 58 | — | 58·62 | 36·21 | 94·83 | 54 | — | — | 18·52 | 18·52 | 59 | 18·64 | 79·66 | 1·70 | 100·00 | 59 | | 57·63 | 40·68 | 98·31 |
| „ (Free Ch.) | 57 | 57 | — | 8·77 | 43·86 | 52·63 | 55 | 1·82 | 14·55 | 58·18 | 74·55 | 57 | 21·05 | 75·44 | 3·51 | 100·00 | 57 | | 50·88 | 40·35 | 91·23 |
| Glasgow (Ch. of Scot. | 34 | 34 | — | 23·53 | 58·82 | 82·35 | 25 | — | 28·00 | 60·00 | 88·00 | 34 | 5·88 | 26·47 | 61·76 | 94·11 | 33 | | 45·45 | 54·55 | 100·00 |
| „ (Free Church) | 39 | 38 | — | 47·37 | 42·10 | 89·47 | 25 | 4·00 | 12·00 | 44·00 | 60·00 | 39 | 5·13 | 66·66 | 28·21 | 100·00 | 39 | | 69·23 | 30·77 | 100·00 |
| Home and Colonial | 58 | 58 | — | 72·42 | 25·86 | 98·28 | 57 | — | 22·81 | 68·42 | 91·23 | 57 | 1·75 | 42·11 | 56·14 | 100·00 | 58 | | 63·79 | 34·48 | 98·27 |
| Liverpool (Rom. Cath.) | 36 | 36 | — | 41·67 | 55·55 | 97·22 | 15 | — | 13·33 | 46·67 | 60·00 | 36 | 8·33 | 52·78 | 36·11 | 97·22 | 36 | | 77·78 | 19·44 | 97·22 |
| Norwich | 22 | 22 | 4·54 | 59·09 | 31·82 | 95·45 | 22 | — | — | 50·00 | 50·00 | 22 | — | 31·82 | 54·54 | 86·36 | 22 | | 45·45 | 40·91 | 86·36 |
| St. Leonard's (Rom. C.) | 16 | 15 | — | 80·00 | 20·00 | 100·00 | — | — | — | — | — | 15 | — | 33·33 | 60·00 | 93·33 | 15 | | 73·33 | 20·00 | 93·33 |
| Salisbury | 38 | 38 | — | 60·53 | 34·21 | 94·74 | 37 | — | — | 21·62 | 21·62 | 38 | 2·63 | 47·37 | 50·00 | 100·00 | 38 | | 55·26 | 42·11 | 97·37 |
| Stockwell | 73 | 73 | — | 68·49 | 27·40 | 95·89 | 69 | — | 10·15 | 30·43 | 40·58 | 73 | 2·74 | 31·51 | 61·64 | 95·89 | 73 | | 65·75 | 27·40 | 93·15 |
| Truro | 22 | 22 | — | 36·36 | 59·09 | 95·45 | 16 | — | — | — | — | 22 | — | 18·18 | 72·72 | 90·90 | 22 | | 36·36 | 59·09 | 95·45 |
| Warrington | 55 | 55 | — | 47·27 | 49·09 | 96·36 | 54 | — | 1·85 | 33·34 | 35·19 | 55 | — | 25·45 | 72·73 | 98·18 | 55 | | 29·09 | 65·46 | 94·55 |
| Westminster | 36 | 36 | — | 63·89 | 30·55 | 94·44 | 35 | — | — | 11·43 | 11·43 | 36 | — | 55·56 | 44·44 | 100·00 | 36 | | 44·44 | 41·67 | 86·11 |
| Whitelands | 55 | 55 | — | 60·00 | 36·36 | 96·36 | 55 | 1·82 | 32·72 | 52·70 | 87·27 | 55 | — | 34·55 | 65·45 | 100·00 | 55 | | 45·45 | 54·55 | 100·00 |
| York | 16 | 16 | — | 56·25 | 43·75 | 100·00 | 13 | — | — | 38·46 | 38·46 | 16 | — | 50·00 | 50·00 | 100·00 | 16 | | 37·50 | 31·25 | 68·75 |
| Average | — | — | 0·13 | 48·42 | 41·49 | 90·04 | — | 0·43 | 9·53 | 39·54 | 49·50 | — | 4·27 | 43·34 | 48·87 | 96·48 | — | — | 50·25 | 44·21 | 94·46 |

## Tabulated Results of Examination, Christmas 1861—*Female Students of the First Year*—continued.

| Name of College. | Total No. of Students. | Penmanship. | | | | | Gaelic. | | | | | Welsh. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford | 23 | 23 | — | 26·09 | 69·57 | 95·65 | — | None. | — | — | — | — | None. | — | None. | — |
| Brighton | 28 | 28 | — | 3·57 | 39·29 | 42·86 | — | | — | — | — | — | | — | | — |
| Bristol | 41 | 39 | — | 20·51 | 58·98 | 79·49 | — | | — | — | — | — | | — | | — |
| Cheltenham | 39 | 39 | — | 2·56 | 64·10 | 66·66 | — | | — | — | — | — | | — | | — |
| Derby | 24 | 24 | — | 33·33 | 66·67 | 100·00 | — | | — | — | — | — | | — | | — |
| Durham | 27 | 27 | — | 7·41 | 74·07 | 81·48 | — | | — | — | — | — | | — | | — |
| Edinburgh (Ch. of Scot.) | 59 | 59 | — | 25·42 | 50·85 | 76·27 | 1 | | — | 100·00 | 100·00 | — | | — | | — |
| „ (Free Ch.) | 57 | 57 | — | 22·81 | 56·14 | 78·95 | — | | — | — | — | — | | — | | — |
| Glasgow (Ch. of Scot.) | 34 | 34 | — | 17·64 | 67·65 | 85·29 | 1 | | — | — | — | — | | — | | — |
| „ (Free Church) | 39 | 39 | — | 10·26 | 46·15 | 56·41 | 2 | | 50·00 | — | 50·00 | — | | — | | — |
| Home and Colonial | 58 | 58 | — | 15·52 | 62·07 | 77·59 | — | | — | — | — | — | | — | | — |
| Liverpool (Rom. Cath.) | 36 | 36 | 11·11 | 69·45 | 19·44 | 100·00 | — | | — | — | — | — | | — | | — |
| Norwich | 22 | 22 | — | 31·82 | 63·63 | 95·45 | — | | — | — | — | — | | — | | — |
| St. Leonard's (Rom. C.) | 16 | 15 | — | 73·33 | 26·67 | 100·00 | — | | — | — | — | — | | — | | — |
| Salisbury | 38 | 38 | — | 13·16 | 76·31 | 89·47 | — | | — | — | — | — | | — | | — |
| Stockwell | 73 | 73 | — | 12·33 | 54·79 | 67·12 | — | | — | — | — | 5 | | 20·00 | | 20·00 |
| Truro | 22 | 22 | — | 4·55 | 54·54 | 59·09 | — | | — | — | — | — | | — | | — |
| Warrington | 55 | 55 | — | 14·55 | 74·54 | 89·09 | — | | — | — | — | — | | — | | — |
| Westminster | 36 | 36 | — | 19·45 | 52·77 | 72·22 | — | | — | — | — | — | | — | | — |
| Whitelands | 55 | 55 | — | 21·82 | 61·82 | 83·64 | — | | — | — | — | — | | — | | — |
| York | 16 | 16 | — | 31·25 | 56·25 | 87·50 | — | | — | — | — | — | | — | | — |
| Average | — | — | — | 0·50 | 20·50 | 57·74 | 78·74 | — | — | 25·00 | 25·00 | 50·00 | — | — | 20·00 | — | 20·00 |

## Tabulated Results of Examination, Christmas 1861—*continued.*

### Female Students of the Second Year.

| Name of College. | Total No. of Students. | Religious Knowledge. | | | | | Liturgy. | | | | | Arithmetic. | | | | | Grammar. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford - | 31 | 31 | — | 35·48 | 61·29 | 96·77 | 31 | — | 80·65 | 19·35 | 100·00 | 31 | 3·23 | 54·84 | 38·71 | 96·77 | 31 | None. | 9·67 | 87·10 | 96·77 |
| Brighton - - | 19 | 19 | — | 5·26 | 78·95 | 84·21 | 19 | — | 36·84 | 52·63 | 89·47 | 19 | 5·26 | 31·58 | 52·63 | 89·47 | 19 | | 21·05 | 78·95 | 100·00 |
| Bristol - - - | 38 | 38 | — | 50·00 | 50·00 | 100·00 | 38 | — | 81·58 | 18·42 | 100·00 | 38 | 2·63 | 63·16 | 31·58 | 97·37 | 38 | | 18·42 | 81·58 | 100·00 |
| Cheltenham - - | 20 | 20 | — | 50·00 | 50·00 | 100·00 | 20 | 5·00 | 25·00 | 65·00 | 95·00 | 20 | 5·00 | 50·00 | 45·00 | 100·00 | 20 | | 25·00 | 75·00 | 100·00 |
| Derby - - - | 17 | 17 | — | 35·30 | 58·82 | 94·12 | 17 | — | 82·35 | 17·65 | 100·00 | 17 | 11·76 | 64·71 | 17·65 | 94·12 | 17 | | 5·88 | 76·47 | 82·35 |
| Durham - - | 11 | 11 | — | 54·55 | 45·45 | 100·00 | 11 | 27·27 | 54·55 | 18·18 | 100·00 | 11 | 18·18 | 45·45 | 27·27 | 90·90 | 11 | | 45·45 | 54·55 | 100·00 |
| Edinburgh (Ch. of Sc.) | 29 | 29 | 6·90 | 58·62 | 34·48 | 100·00 | 28 | — | 7·14 | 71·43 | 78·57 | 29 | 3·45 | 31·03 | 34·48 | 68·96 | 29 | | 17·24 | 72·41 | 89·65 |
| „ (Free Ch.) | 28 | 28 | 17·86 | 60·71 | 21·43 | 100·00 | 26 | — | 15·38 | 84 62 | 100·00 | 28 | 10·71 | 42·86 | 25·00 | 78·57 | 28 | | 21·43 | 71·43 | 92·86 |
| Glasgow (Ch. of Scot. | 19 | 19 | — | 73·68 | 26·32 | 100·00 | 19 | — | 52·63 | 42·10 | 94·73 | 19 | — | 21·05 | 47·37 | 68·42 | 19 | | 31·58 | 68·42 | 100·00 |
| „ (Free Church) | 21 | 21 | 4·76 | 76·19 | 19·05 | 100·00 | 21 | — | 14·29 | 80·95 | 95·24 | 21 | 4·76 | 33·33 | 47·62 | 85·71 | 21 | | 19·05 | 71·43 | 90·48 |
| Home and Colonial - | 48 | 48 | 2·08 | 68·75 | 27·17 | 100·00 | 48 | — | 41·66 | 41·67 | 83·33 | 48 | 4·16 | 47·92 | 47·92 | 100·00 | 48 | | 45·83 | 54·17 | 100·00 |
| Liverpool (Rom. Cath.) | 26 | — | — | — | — | — | — | — | — | — | — | 26 | 11·54 | 50·00 | 38·46 | 100·00 | 26 | | 23·07 | 73·08 | 96·15 |
| Norwich - - | 19 | 19 | 26·32 | 57·89 | 15·79 | 100·00 | 19 | — | 52·63 | 47·37 | 100·00 | 19 | — | 31·58 | 63·15 | 94·73 | 19 | | 42·11 | 57·89 | 100·00 |
| St. Leonard's (Rom. C.) | 13 | — | — | — | — | — | — | — | — | — | — | 13 | — | — | 23·08 | 23·08 | 13 | | — | 100·00 | 100·00 |
| Salisbury - - | 29 | 29 | — | 31·03 | 62·07 | 93·10 | 29 | — | 24·14 | 72·41 | 96·55 | 29 | 3·45 | 51·72 | 41·38 | 96·55 | 29 | | 13·79 | 79·31 | 93·10 |
| Truro - - - | 5 | 5 | — | — | 60·00 | 60·00 | 5 | — | 20·00 | 60·00 | 80·00 | 5 | — | — | 100·00 | 100·00 | 5 | | — | 80·00 | 80·00 |
| Warrington - - | 44 | 43 | — | 41·86 | 51·16 | 93·02 | 43 | — | 39·53 | 53·49 | 93·02 | 43 | 4·65 | 65·12 | 27·91 | 97·68 | 43 | | 20·93 | 76·75 | 97·68 |
| Westminster - - | 14 | — | — | — | — | — | — | — | — | — | — | 14 | — | 50·00 | 35·71 | 85·71 | 14 | | — | 92·86 | 92·86 |
| Whitelands - - | 52 | 52 | — | 61·54 | 34·61 | 96·15 | 52 | 7·69 | 86·54 | 3·85 | 98·08 | 52 | 11·54 | 71·15 | 17·31 | 100·00 | 52 | | 25·00 | 71·15 | 96·15L |
| York - - - | 14 | 14 | 7·14 | 71·43 | 21·43 | 100·00 | 14 | 7·14 | 71·43 | 14·29 | 92·86 | 14 | 7·14 | 42·86 | 35·71 | 85·71 | 14 | | 28·57 | 71·43 | 100·00 |
| Average - - | — | — | 3·39 | 51·92 | 41·53 | 96·84 | — | 2·04 | 49·32 | 42·73 | 94·0) | — | 5·64 | 48·39 | 36·49 | 90·52 | — | — | 22·58 | 73·59 | 96·17 |

Tabulated Results of Examination, Christmas 1861—*Female Students of the Second Year*—continued.

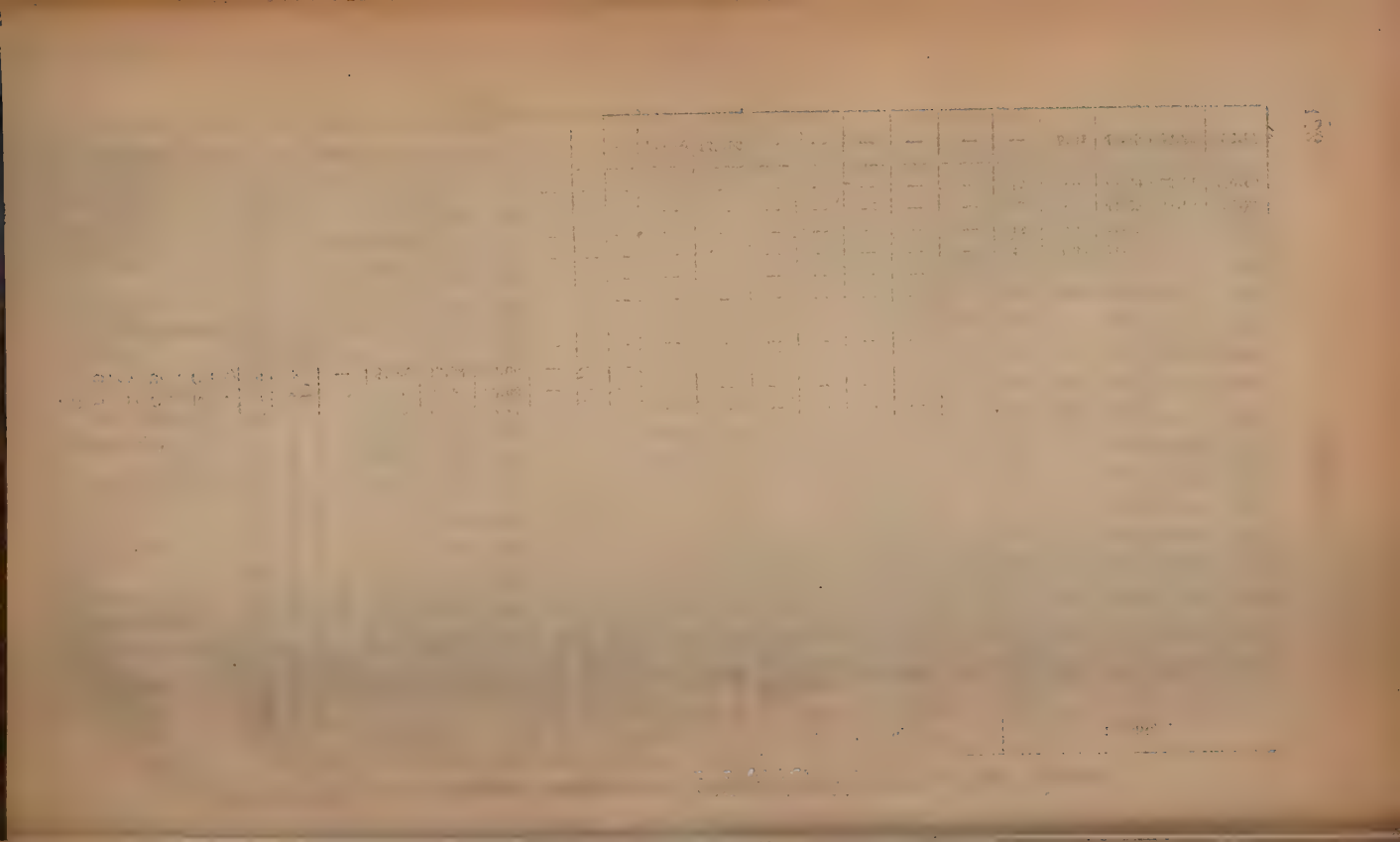
| Name of College. | Total No. of Students. | Geography. | | | | | History. | | | | | School Management. | | | | | Domestic Economy. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford | 31 | 31 | None. | 25·81 | 64·52 | 90·33 | 31 | None. | — | 83·87 | 83·87 | 31 | — | — | 54·84 | 54·84 | 31 | None. | 3·23 | 67·74 | 70·97 |
| Brighton | 19 | 19 | | 21·05 | 31·58 | 52·63 | 19 | | — | 63·16 | 63·16 | 19 | — | 5·26 | 52·63 | 57·89 | 19 | | — | 36·84 | 36·84 |
| Bristol | 38 | 38 | | 5·26 | 36·84 | 42·10 | 38 | | 5·26 | 63·16 | 68·42 | 38 | — | 13·16 | 81·58 | 94·74 | 38 | | 13·16 | 50·00 | 63·16 |
| Cheltenham | 20 | 20 | | 10·00 | 45·00 | 55·00 L | 20 | | 15·00 | 85·00 | 100·00 L | 20 | — | 30·00 | 70·00 | 100·00 | 20 | | — | 80·00 | 80·00 |
| Derby | 17 | 17 | | — | 70·59 | 70·59 | 17 | | 5·88 | 70·59 | 76·47 | 17 | — | 5·88 | 70·59 | 76·47 | 17 | | — | 88·24 | 88·24 |
| Durham | 11 | 11 | | 9·09 | 90·91 | 100·00 | 11 | | 27·27 | 54·55 | 81·82 | 11 | — | 9·09 | 81·82 | 90·91 | 11 | | — | 63·64 | 63·64 |
| Edinburgh (Ch. of Sc.) | 29 | 29 | | — | 34·48 | 34·48 | 29 | | 6·90 | 68·96 | 75·86 | 29 | — | 51·72 | 37·93 | 89·65 | 29 | | — | 17·24 | 17·24 |
| „ (Free Ch.) | 28 | 28 | | 3·57 | 42·86 | 46·43 | 28 | | 7·14 | 78·57 | 85·71 | 28 | — | 42·86 | 57·14 | 100·00 | 28 | | — | 53·57 | 53·57 |
| Glasgow (Ch. of Sc.) | 19 | 19 | | 10·52 | 47·37 | 57·89 | 19 | | 5·26 | 84 21 | 89·47 | 19 | — | 10·52 | 52·63 | 63·15 | 19 | | — | 26·32 | 26·32 |
| „ (Free Church) | 21 | 21 | | — | 61·90 | 61·90 | 21 | | — | 95·24 | 95·24 | 21 | — | 47·62 | 47·62 | 95·24 | 21 | | — | 47·62 | 47·62 |
| Home and Colonial | 48 | 48 | | 12·50 | 52·08 | 64·58 | 48 | | 8·33 | 79·17 | 87·50 L | 48 | — | 25·00 | 72·92 | 97·92 | 48 | | 4·17 | 43·75 | 47·92 |
| Liverpool (Rom. Cath.) | 26 | 26 | | 3·85 | 30·77 | 34·62 | 26 | | 7·69 | 92·31 | 100·00 | 26 | 7·69 | 88·46 | 3·85 | 100·00 | 26 | | 11·54 | 46·15 | 57·69 |
| Norwich | 19 | 19 | | 10·52 | 78·95 | 89·47 | 19 | | — | 84·21 | 84·21 | 19 | — | 21·05 | 68·42 | 89·47 | 19 | | 5·26 | 36·84 | 42·10 |
| St. Leonard's (Rom. C.) | 13 | 13 | | — | 7·69 | 7·69 | 13 | | — | 61·54 | 61·54 | 13 | 23·08 | 53·84 | 23·08 | 100·00 | 13 | | — | 23·08 | 23·08 |
| Salisbury | 29 | 29 | | — | 48·28 | 48·28 L | 29 | | 6·89 | 86·21 | 93·10 | 29 | — | 20·70 | 65·51 | 86·21 | 29 | | — | 31·03 | 31·03 |
| Truro | 5 | 5 | | — | 20·00 | 20·00 | 5 | | — | 60·00 | 60·00 | 5 | — | — | 80·00 | 80·00 | 5 | | — | 40·00 | 40·00 |
| Warrington | 44 | 43 | | 9·30 | 62·79 | 72·09 | 43 | | 6·98 | 86·04 | 93·02 | 43 | — | 6·98 | 79·07 | 86·05 | 43 | | 6·98 | 34·88 | 41·86 |
| Westminster | 14 | 14 | | 7·14 | 50·00 | 57·14 L | 14 | | 7·14 | 50·00 | 57·14 | 14 | 14·29 | 50·00 | 28·57 | 92·86 | 14 | | 7·14 | 64·29 | 71·43 |
| Whitelands | 52 | 52 | | 7·69 | 69·23 | 76·92 | 52 | | 3·85 | 90·38 | 94·23 | 52 | — | 25·00 | 63·46 | 88·46 | 52 | | 3·85 | 61·54 | 65·39 |
| York | 14 | 14 | | 21·43 | 50·00 | 71·43 | 14 | | 42·86 | 50·00 | 92·86 | 14 | 7·14 | 50·00 | 42·86 | 100·00 | 14 | | 21·43 | 42·86 | 64·29 |
| Average | — | — | — | 8·27 | 51·61 | 59·88 | — | — | 6·86 | 78·02 | 84·88 | — | 1·61 | 27·22 | 58·87 | 87·70 | — | — | 4·23 | 47·58 | 51·81 |

Tabulated Results of Examination, Christmas 1861—*Female Students of the Second Year*—continued.

| Name of School. | Total No. of Students. | Industrial Skill. | | | | | Music. | | | | | Reading. | | | | | Spelling. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Exercise. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Exercise. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford - | 31 | 31 | | 67·74 | 32·26 | 100·00 | 31 | | — | 51·61 | 51·61 | 31 | 6·45 | 64·52 | 29·03 | 100·00 | 31 | | 64·52 | 25·81 | 90·33 |
| Brighton - - - | 19 | 19 | | 47·37 | 42·10 | 89·47 | 19 | | — | 5·26 | 5·26 | 19 | — | 52·63 | 42·10 | 94·73 | 19 | | 63·16 | 36·84 | 100·00 |
| Bristol - - - | 38 | 38 | | 78·95 | 13·16 | 92·11 | 29 | | — | 10·34 | 10·34 | 38 | — | 42·11 | 57·89 | 100·00 | 38 | | 63·16 | 36·84 | 100·00 |
| Cheltenham - - | 20 | 20 | | 50·00 | 50·00 | 100·00 | 20 | | — | 25·00 | 25·00 | 20 | — | 40·00 | 60·00 | 100·00 | 20 | | 75·00 | 25·00 | 100·00 |
| Derby - - - | 17 | 17 | | 41·18 | 52·94 | 94·12 | 17 | | — | — | — | 17 | 5·88 | 64·71 | 29·41 | 100·00 | 17 | | 82·35 | 17·65 | 100·00 |
| Durham - - - | 11 | 11 | | 27·27 | 72·73 | 100·00 | 10 | | — | 20·00 | 20·00 | 11 | — | 27·27 | 72·73 | 100·00 | 11 | | 63·64 | 36·36 | 100·00 |
| Edinburgh (Ch. of Scot.) | 29 | 29 | | 96·55 | 3·45 | 100·00 | 25 | | — | 4·00 | 4·00 | 29 | — | 96·55 | 3·45 | 100·00 | 29 | | 79·31 | 20·69 | 100·00 |
| „ (Free Ch.) - | 28 | 28 | | 17·86 | 78·57 | 96·43 | 27 | | — | 25·00 | 25·00 | 28 | 50·00 | 50·00 | — | 100·00 | 28 | | 67·86 | 25·00 | 92·86 |
| Glasgow (Ch. of Scot.) - | 19 | 19 | | 47·37 | 52·63 | 100·00 | 18 | | 38·89 | 55·55 | 94·44 | 19 | 10·52 | 42·11 | 47·37 | 100·00 | 19 | | 78·95 | 21·05 | 100·00 |
| „ (Free Church)- | 21 | 21 | None. | 38·10 | 57·14 | 95·24 | 19 | None. | — | 21·05 | 21·05 | 21 | 38·10 | 61·90 | — | 100·00 | 21 | None. | 95·24 | 4·76 | 100·00 |
| Home and Colonial - | 48 | 48 | | 75·00 | 25·00 | 100·00 | 48 | | — | 27·08 | 27·08 | 48 | 8·33 | 56·25 | 35·42 | 100·00 | 48 | | 79·17 | 20·83 | 100·00 |
| Liverpool (Rom. Cath.)- | 26 | 26 | | 50·00 | 50·00 | 100·00 | 12 | | 8·33 | 75·00 | 83·33 | 26 | 15·38 | 30·77 | 50·00 | 96·15 | 26 | | 80·77 | 19·23 | 100·00 |
| Norwich - - - | 19 | 19 | | 31·58 | 57·89 | 89·47 | 19 | | — | 10·52 | 10·52 | 19 | 15·79 | 68·42 | 15·79 | 100·00 | 19 | | 89·47 | 10·53 | 100·00 |
| St. Leonard's (Rom. C.) | 13 | 13 | | 38·46 | 61·54 | 100·00 | -- | | — | — | — | 13 | — | 38·46 | 61·54 | 100·00 | 13 | | 69·23 | 23·08 | 92·31 |
| Salisbury - - | 29 | 29 | | 93·10 | 6·90 | 100·00 | 28 | | — | 14·29 | 14·29 | 29 | 6·89 | 44·83 | 48·28 | 100·00 | 29 | | 86·21 | 13·79 | 100·00 |
| Truro - - - | 5 | 5 | | 60·00 | 40·00 | 100·00 | 5 | | — | — | — | 5 | — | — | 100·00 | 100·00 | 5 | | 100·00 | — | 100·00 |
| Warrington - - | 44 | 43 | | 74·42 | 25·58 | 100·00 | 35 | | 5·71 | 51·43 | 57·14 | 44 | — | 38·64 | 56·82 | 95·46 | 43 | | 53·49 | 41·86 | 95·35 |
| Westminster - - | 14 | 14 | | 78·57 | 21·43 | 100·00 | 14 | | — | 35·71 | 35·71 | 14 | — | 78·57 | 21·43 | 100·00 | 14 | | 57·14 | 21·43 | 78·57 |
| Whitelands - | 52 | 52 | | 23·08 | 69·23 | 92·31 | 50 | | 6·00 | 36·00 | 42·00 | 52 | — | 36·54 | 63·46 | 100·00 | 52 | | 67·31 | 32·69 | 100·00 |
| York - - - | 14 | 14 | | 21·43 | 78·57 | 100·00 | 12 | | 8·33 | 8·33 | 16·66 | 14 | 7·14 | 57·14 | 35·72 | 100·00 | 14 | | 85·71 | 14·29 | 100·00 |
| Average - - | — | — | — | 56·05 | 41·13 | 97·18 | — | — | 3·20 | 27·17 | 30·37 | — | 8·25 | 50·70 | 40·24 | 99·19 | — | — | 72·98 | 24·80 | 97·78 |

Tabulated Results of Examination, Christmas 1861—*Female Students of the Second Year*—continued.

| Name of College. | Total No. of Students. | Penmanship. | | | | | Gaelic. | | | | | Welsh. | | | | | Teaching. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Subject. | Excellent. | Good. | Fair. | Total. | No. taking the Exercise. | Excellent. | Good. | Fair. | Total. |
| Bishop's Stortford - | 31 | 31 | — | — | 54·84 | 54·84 | — | — | — | — | — | — | — | — | — | — | 31 | 3·23 | 22·58 | 74·19 | 100·00 |
| Brighton - - | 19 | 19 | — | — | 21·05 | 21·05 | — | — | — | — | — | — | — | — | — | — | 19 | — | 21·05 | 68·42 | 89·47 |
| Bristol - - - | 38 | 38 | — | — | 65·79 | 65·79 | — | — | — | — | — | 1 | — | — | — | — | 38 | 2·63 | 42·11 | 55·26 | 100·00 |
| Cheltenham - - | 20 | 20 | — | — | 55·00 | 55·00 | — | — | — | — | — | — | — | — | — | — | 20 | — | 40·00 | 50·00 | 90·00 |
| Derby - - - | 17 | 17 | — | — | 88·24 | 88·24 | — | — | — | — | — | — | — | — | — | — | 17 | 17·65 | 52·94 | 29·41 | 100·00 |
| Durham - - | 11 | 11 | — | 9·09 | 45·45 | 54·54 | — | — | — | — | — | — | — | — | — | — | 11 | — | 27·27 | 72·73 | 100·00 |
| Edinburgh (Ch. of Sc.) | 29 | 29 | 3·45 | 20·69 | 65·51 | 89·65 | — | — | — | — | — | — | — | — | — | — | 29 | — | 93·10 | 3·45 | 96·55 |
| „ (Free Ch.) | 28 | 28 | — | 10·71 | 75·00 | 85·71 | — | — | — | — | — | — | — | — | — | — | 28 | 3·57 | 60·71 | 35·72 | 100·00 |
| Glasgow (Ch. of Scot.) | 19 | 19 | — | 47·37 | 36·84 | 84·21 | 1 | — | — | 100·00 | 100·00 | — | — | — | — | — | 19 | 10·52 | 42·11 | 47·37 | 100·00 |
| „ (Free Ch.) - | 21 | 21 | — | 14·29 | 71·42 | 85·71 | — | — | — | — | — | — | — | — | — | — | 21 | 33·33 | 66·67 | — | 100·00 |
| Home and Colonial - | 48 | 48 | — | — | 52·08 | 52·08 | — | — | — | — | — | — | — | — | — | — | 48 | 10·42 | 58·33 | 31·25 | 100·00 |
| Liverpool (Rom. Cath.) | 26 | 26 | — | 84·62 | 15·38 | 100·00 | — | — | — | — | — | — | — | — | — | — | 26 | 7·69 | 50·00 | 42·31 | 100·00 |
| Norwich - - | 19 | 19 | — | — | 52·63 | 52·63 | — | — | — | — | — | — | — | — | — | — | 19 | — | 47·37 | 47·37 | 94·74 |
| St. Leonard's (Rom. C.) | 13 | 13 | 7·69 | 76·92 | 15·39 | 100·00 | — | — | — | — | — | — | — | — | — | — | 13 | — | 38·46 | 46·15 | 84·61 |
| Salisbury - - | 29 | 29 | — | — | 68·97 | 68·97 | — | — | — | — | — | — | — | — | — | — | 29 | 6·90 | 34·48 | 51·72 | 93·10 |
| Truro - - - | 5 | 5 | — | — | 80·00 | 80·00 | — | — | — | — | — | — | — | — | — | — | 5 | — | 20·00 | 80·00 | 100·00 |
| Warrington - - | 43 | 43 | — | 4·65 | 60·47 | 65·12 | — | — | — | — | — | — | — | — | — | — | 43 | 2·32 | 41·86 | 48·84 | 93·02 |
| Westminster - - | 14 | 14 | 14·28 | 21·43 | 50·00 | 85·71 | — | — | — | — | — | — | — | — | — | — | 14 | — | 71·43 | 28·57 | 100·00 |
| Whitelands - - | 52 | 52 | — | — | 51·92 | 51·92 | — | — | — | — | — | — | — | — | — | — | 52 | — | 44·23 | 48·08 | 92·31 |
| York - - - | 14 | 14 | — | 7·14 | 50·00 | 57·14 | — | — | — | — | — | — | — | — | — | — | 14 | — | 64·29 | 35·71 | 100·00 |
| Average - - | — | — | 0·80 | 12·10 | 54·64 | 67·54 | — | — | — | 100·00 | 100·00 | — | — | — | — | — | — | 5·04 | 48·18 | 43·35 | 96·57 |



# REPORTS ON TRAINING COLLEGES.

REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. B. M. COWIE, B.D., F.S.A., late Fellow of St. John's College, Cambridge, *on the* CHURCH OF ENGLAND TRAINING COLLEGES *for* SCHOOLMASTERS.

MY LORDS,

THE inspection of the Church of England Training Schools for male students has occupied the chief part of my time during the year 1861, from April to November. This inspection has been made by the inspectors of the several districts in which the training schools are situated, as well as by me, with the exception of two cases, where some accidental circumstances prevented our meeting for the purpose.

In these schools, 15 in number, we found resident 921 students; 492 being in the first year, 420 in the second, and 9 in their third year of residence.

There were besides 19 students in a preparatory class, intending to compete for Queen's scholarships, or reckoned as private students.

The number of officers wholly or partly engaged in instructing these students is 104. The aggregate expenditure during the year 1861 has been 53,543*l.* 12*s.* 6*d.*, which may be classified as follows:—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Extraordinary expenses— | | | |
| Buildings | 9,524 | 5 | 0 |
| Ordinary expenses—(47,019*l.* 7*s.* 6*d.*) | | | |
| Expenses of tuition | 14,235 | 18 | 4 |
| Expenses of board and maintenance, including fuel and lights | 24,264 | 14 | 6 |
| Establishment expenses, such as repairs, rates, insurance, replacement of furniture | 5,520 | 14 | 8 |

The aggregate ordinary income has been 45,073*l.* 13*s.* 2*d.*: of this sum 8,802*l.* 1*s.* 2*d.* arises from subscriptions, donations, collections in churches, endowments, &c. representing

the voluntary contributions of the public; 1,208*l.* 17*s.* arises from students' fees paid by themselves, their friends, or patrons; and 35,062*l.* 15*s.* arises from the payments made by your Lordships out of the Parliamentary fund, viz.

| | £ | s. | d. |
|---|---|---|---|
| Payments made for Queen's scholars* - - - | 20,111 | 15 | 0 |
| Grants to treasurers of normal schools on the result of the examination of the students at Christmas 1860 - | 14,951 | 0 | 0 |

Your Lordships paid besides, the amount of 2,052*l.* 17*s.* 6*d.*, in augmentation of salaries of lecturers and teachers, due at Christmas 1860, and 1,000*l.* to the National Society for its training schools, making a total of 38,115*l.* 12*s.* 6*d.* for the year 1861. There is due to the training schools 14,485*l.* for grants on examination held at Christmas 1861, and 3,378*l.* 15*s.* in augmentation of lecturers' and teachers' salaries up to Christmas 1861.

The number of students who left the training schools at Christmas 1861 was 505; 407 after two or more years' residence, 98 after one year's residence, supposing that they all had gained certificates.

On the 1st of March 1862, 382 of these certificated masters had found engagements, 24 were in treaty for situations, with every prospect of obtaining them, leaving 101, of whom some may have been employed, but no certain information was supplied from the training schools.

The question of "demand" for certificated masters engaged the attention of the Diocesan Board of Education for the Archdiocese of York, and on the 12th of March last the following resolution was adopted:—

That as it appears that the supply of certificated teachers is likely to exceed the demand in a few years, it is desirable to request the managers of schools throughout the diocese to furnish this Board of Education with some information respecting the future prospect of employment for *certificated teachers* in schools situated in the rural districts.

Accordingly the following questions were sent to each incumbent:—

1. Have you any school or schools in connexion with the church in your parish?
2. What number of children are usually in attendance?
3. Are you willing to place your schools under the inspection of Her Majesty's Privy Council?
4. Is it likely that you will require the services of a certificated teacher?
5. Can you give the Board any information respecting the aids and hindrances to the education of the poor which you meet with in your parish?

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* This is exclusive of the personal grant to Queen's scholars, which, as it forms no part of the income of the training Colleges, is not noticed here. The *total* cost of Queen's scholars will be found in the Table, page 251.

The Rev. Canon Robinson, Principal of the Training School at York, has communicated to me the following analysis of the answers received to these questions :—

1. In about 12 per cent. of the schools not at present under inspection, inspection is desired and looked forward to as likely to be realized in course of time.

2. In about 6 per cent. of the schools objection is entertained to inspection in connexion with the Committee of Council.

3. In about 82 per cent. of the schools there is either indifference to inspection, or but little hope of being able to meet its conditions.

4. In about 10 per cent. of the schools there is some prospect of being able ere long to employ a certificated teacher.

5. In about 90 per cent. of the schools there is at present no such prospect.

This state of things applies to the *Diocese* of York, and therefore chiefly to the East Riding and some part of the North Riding. If similar returns could be procured from different parts of the country, the results might be of considerable importance in discussing the training school question. So far for the demand for teachers on the part of the public, and the supply yielded by the training schools.

We next have to consider the demand and supply of teachers to be trained. The number of vacancies in the male training schools at Christmas 1861, returned to the Council Office, was 615 ; these schools were therefore prepared to receive that number of students, who, under the existing regulations, might all be Queen's scholars. The number of male candidates for Queen's scholarships was 661, of whom only 468 were found competent; so that only 74 per cent. of the vacancies could be filled by Queen's scholars. This is less than the proportion which your Lordships had indicated as the right one to be adopted in future. If the revised code had come immediately into effect, all the training schools in the country would have had 74 per cent. of their vacancies filled up, and the diminution in the supply of candidates for training would have been borne by all equally. As it is, some of the training schools have obtained hardly any Queen's scholars, while others have been filled, in some cases to excess.

During the last year, in addition to the usual inquiries on all the details of the management of the institutions, financial and scholastic, I endeavoured to obtain distinct *written* information of the methods pursued in each training school for teaching these elementary subjects, reading, writing (caligraphy), English composition, spelling, arithmetic, grammar, geography, history, music, and on the method of religious instruction.

Among the answers to these questions there is not much variety, as may be easily supposed, the methods pursued being generally agreed upon, and the practice of one training school not differing much from that of another. There are, however, some peculiarities which lead to special conclusions. The schemes of religious instruction are generally carefully drawn up; and I have had no reason to suppose that the energy with which they are carried out is inferior to the judgment shown in their contrivance. I am, therefore, very much surprised at the result of the last Christmas examination, because unless a standard much higher than usual has been adopted by the examiner in the case of the second-year students, the result is extremely discreditable in some of the training schools, and calls for the immediate attention of the managers.

PER-CENTAGE of STUDENTS who have obtained Excellent, Good, or Fair, *i.e.*, who have passed a creditable Examination in RELIGIOUS KNOWLEDGE.

| Name of Training School. | Christmas 1861. 1st Year. | Christmas 1861. 2nd Year. | The same Men at Christmas 1860. |
|---|---|---|---|
| Battersea | 88·67 | 28·3 | 94·54 |
| Carmarthen | 45·83 | 11·11 | 42·3 |
| Carnarvon | 57·14 | 27·27 | 65·21 |
| Chelsea | 94·34 | 69·57 | 79·51 |
| Cheltenham | 94·44 | 26·09 | 90·74 |
| Chester | 48·27 | 18·18 | 87·87 |
| Chichester | 57·14 | 0·00 | 50·00 |
| Culham | 53·57 | 5·13 | 48·14 |
| Durham | 96·15 | 31·82 | 95·65 |
| Exeter | 77·77 | 0·00 | 56·52 |
| Highbury | 94·74 | 72·72 | 82·60 |
| Peterborough | 47·83 | 0·00 | 20·00 |
| Saltley | 81·82 | 5·88 | 41·30 |
| Winchester | 90·00 | 9·09 | 75·00 |
| York | 70·00 | 21·62 | 93·18 |

The sudden collapse in the result of the second year examination seems to be owing to some partial cause, as the numbers in the first and third columns do not show so re-

markable a discrepancy; and the per-centages of the second-year students in 1860 were very much higher.

Reading receives much greater attention in all the training colleges than it did three or four years back; and it cannot fail *in time* to improve, but that time is required is evident from the following facts.

I mentioned in my last report that I had put this question to the assembled students,—"How many of you have had specific "instruction in the art of reading out loud during the period "of your apprenticeship from the master to whom you were "apprenticed?" and that the result was very unsatisfactory.

I have this year asked the question *individually* of each of 777 students, who had been pupil-teachers; out of this number 179 replied that they had no instruction in reading as part of their pupil-teachers' work, 410 had only some occasional or irregular instruction, very often *just before the inspection of the school*, when the pupil-teachers have to read to the inspector, and only 188 said that they had regular instruction in reading.

This result, which I can verify for each individual student now from my memoranda of each inspection, shows that the schoolmasters have not as a body that appreciation of reading as an element of instruction which they ought to have, and until this is remedied it is unjust to bring against the training schools the charge of not producing masters who can read well. To teach a youth, who reads badly, to read as a schoolmaster should be able to read, requires *individual* or private tuition: it cannot be done in a class. But whatever may be the method, your Lordships will, I hope, insist on its being done better, even if it should require to be enforced by making a mark below *fair* fatal to the granting of a certificate. A man who is not a tolerable reader is not a *competent* schoolmaster.

Writing, or the forming a good hand, is not sufficiently attended to. I have communications on this subject from different examiners, and I think a much higher standard is required for estimating penmanship. A good plain legible hand is what should be required. A line or two of copy-setting should not be the basis of the judgment, but the general character of the writing throughout the examination papers.

English composition generally does not seem to be taught with any system. In any re-arrangement that your Lordships may direct to be made of the syllabus of qualifications for a schoolmaster's certificate, this last important subject will, I hope, receive some notice.

The methods of teaching arithmetic are generally sensible, and the results satisfactory, as far as the first year is concerned. To the students of the second year the same paper was given as to those of the first year, with some additional questions; the object was to ascertain if special care was taken to keep up the knowledge of arithmetic acquired in the first year. The result will be seen from the following comparative Table:—

PER-CENTAGE of STUDENTS who obtained Excellent, Good, or Fair, *i.e.*, who passed a creditable Examination in ARITHMETIC.

| Name of Training School. | Christmas 1861. 1st Year. | Christmas 1861. 2nd Year. | Same Men, Christmas 1860. |
|---|---|---|---|
| Battersea | 64·15 | 81·25 | 60·00 |
| Carmarthen | 41·66 | 44·44 | 30·76 |
| Carnarvon | 19·05 | 36·36 | 65·21 |
| Chelsea | 22·64 | 58·70 | 65·30 |
| Cheltenham | 40·74 | 60·87 | 79·62 |
| Chester | 51·72 | 68·18 | 60·60 |
| Chichester | 42·86 | 27·27 | 66·67 |
| Culham | 17·86 | 30·77 | 37·03 |
| Durham | 42·31 | 50·00 | 69·56 |
| Exeter | 33·33 | 35·29 | 60·87 |
| Highbury | 43·86 | 72·72 | 56·52 |
| Peterborough | 39·13 | 14·29 | 40·00 |
| Saltley | 20·45 | 47·06 | 41·30 |
| Winchester | 50·00 | 45·00 | 75·00 |
| York | 45·00 | 62·16 | 77·27 |

With the exception of Battersea, Carmarthen, Chester, Highbury, and Saltley, this shows a falling off in the arithmetic of the second year. The students ought to be practised during the second year continually in arithmetic; and if this were done with a good variety of examples, and accuracy of computation insisted upon, all the students who pass in the first year ought to do well in the second year. I fear that in some cases they must have been left to keep up their arithmetic in hours of private study, instead of being perpetually examined, and having their work carefully looked over and criticized. Both in this subject and in the more important one of religious knowledge, I regret to see that the advan-

tages of the second year's training are not so manifest as they ought to be.

The subjects of history and geography are very extensive, and the methods of teaching them are various. Dictating notes, as in some training schools, seems to me of very doubtful benefit. Here, probably, the remark may justly be applied, that the students are "crammed."

Grammar is scarcely taught on any definite system, except where the Latin grammar forms the basis of the subject, or at any rate the basis of the lecturer's plan. Parsing of words, paraphrases, and analyses of sentences are probably the only real exercises that are given. Parsing of words supposes some system of grammar; paraphrasing is not always of the same value. To paraphrase a piece of poetry, translating bold figures into ordinary forms of expression, turning the sentences into a different grammatical form, explaining what is difficult, expanding what is succinct, and so showing that the passage is understood, is a good exercise in language; but to paraphrase prose, is generally putting the ideas into weaker language than in the original, frittering away accurate expression, and in some cases, as when Herschel's Introduction is used, putting indefinite for technical words, and explaining distinct ideas by long periphrases, which will generally be both redundant and defective. The notion of the author is best expressed in the words he has chosen himself. It is very doubtful whether anything is gained by paraphrasing well-written prose; wordy weak trash is substituted for terse accuracy, and what is acquired by this means is the art of "penny-a-line" writing, where the writer employs as many words as possible, or uses general roundabout phrases instead of compressing and simplifying.

I think the study of the English language grammatically, and the acquisition of a larger vocabulary, should be encouraged, by adding to the work of first-year students paraphrases of poetry—an exercise in compression as well as expansion, something in the nature of précis writing—and some original composition (in which "fine" writing should be reckoned an absolute failure), such as a letter on some subject of the day, or some familiar event, as a harvest home, a game of cricket, a day with children at the Crystal Palace, not to exceed a certain number of lines.* This would ensure preparation for

* I may remark that Dr. Temple recommended something of this kind in 1857:—"Writing English might, however, be permitted to displace some of the present "work, not only without loss, but even with a positive gain, both in the Christmas "Examinations and in the ultimate professional success of the students."—Minutes, 1857–8, p. 724.

writing either succinct accounts or expanded narratives; and if frequent exercises of this kind were closely criticized in the course of the year by the officers of the training schools, the students would gradually attain to a more extended acquaintance with their mother tongue.

In order to relieve them of some work less obviously useful, English history might in the first year be restricted to the period beginning at the accession of Henry VII.; and as they have so little of algebra, that they never can find out its real use, all elaborate drill in algebraic transformations may be suppressed with advantage. It may be said that the elements of algebra enable them to understand the *rationale* of arithmetical processes, but it is no longer the custom to teach arithmetic by technical rules without reasons. The modern plan of teaching involves the explanation of each step, so that this use of algebra will not be much missed. I would only retain it to this extent: the students of the second year might be encouraged to learn the use of symbols involving numerical questions. This is the only practical use they can derive from the algebra they now learn. I should omit all the algebraical exercises of long division, greatest common measure, and reduction to simpler forms. I cannot see that they acquire by a successful study of these subjects anything but accuracy of manipulation; and this desirable acquirement may be secured by frequent exercise in arithmetical questions. I also find it to be a general opinion that the subject of Church history of the Reformation times is sufficiently taught by the History of England, and by the historical explanations which are given in lectures on the Book of Common Prayer. A real study of the history of the Church in the 15th and 16th centuries is a very serious one; and the mere sketch which can be acquired from popular books on the subject, though interesting, has no practical bearing on the schoolmaster's calling.

I understand it to be your Lordships' wish that all the work done, or at any rate all that portion of the work of which your officers take cognizance, should be the plain and practically useful work, which has immediate reference to the calling of the master of an elementary school for children of the labouring classes.

This leaves untouched the question of whether or no—for the sake of culture and to encourage students of superior ability—these young men should receive instruction in other and more advanced subjects, to expand their faculties and stimulate self-improvement. It will conduce to the healthy independence of the training schools, if this question

is left entirely in the hands of the managers. The students themselves, or their patrons—if they find openings for employment in the more lucrative situations, *e.g.*, masterships of large schools in towns, by cultivating an acquaintance with such subjects as chemistry, mechanics, &c.,—may reasonably be expected to provide the instruction which secures emolument. While I adhere to the opinion often before expressed, that the certificated schoolmasters generally are not too highly trained, and that exceptions to this assertion are very scarce, I am prepared to admit that the glimpse which they obtain of subjects just above the qualifications which are absolutely necessary may occasionally lead them to talk of their studies, and use big words, in such a way as to alarm the timid and stationary with the notion that the progress of these schoolmasters is too rapid, and that they are educated above their position.

I apprehend it is in no sense your Lordships' wish that the schoolmaster should be depressed into a reading, writing, and ciphering drudge.

Your Lordships require him to be capable of teaching the elementary subjects well; and this he can hardly do if his own knowledge goes no further. Still, it is this capability itself which requires to be tested; and accordingly I venture to propose that the certificate should be a *certificate of competency* rather than a *certificate of merit*. It should be a real guarantee that the master is properly qualified to take charge of an elementary school for children of the labouring class. He may know much more than this certificate guarantees. His other qualifications, which may be attested by certificates from the training school managers, will recommend him to those school-managers who require them just as much as heretofore; but under the proposed plan the Government would not guarantee them by examination or by testimony.

Chemistry, physics, mechanics, need not form part of the subjects in which students are examined for certificates. The other subjects, English literature and Latin, should not be discarded, but absorbed into the general body of the syllabus. At present all these subjects are purely voluntary; but as they enable students to *gain marks*, which influence the class of their certificate, they have been very generally encouraged in the training schools.

As the Science and Art Department issues certificates of competency to teach drawing and science, there is no need whatever to connect them with the qualifications which the schoolmaster's certificate guarantees.

The extended study of English in the training schools, and of the Latin grammar, as the very best and most certain method of teaching grammatical principles, will relieve us

altogether of the remaining subjects, called alternative, all of which, I think, your Lordships may direct to be omitted from the syllabus.

Many persons who have had considerable influence on the plans hitherto adopted will object to this change. They will urge that what the Government does not encourage it discourages. I am not sure that the Government should encourage, by certificate or by subsidy, the intellectual progress of the schoolmaster beyond what the public service needs. Real talent will generally show itself under the spur of competition, and the natural desire to rise will give it sufficient buoyancy. A forcing system encourages weakness to exhibit an appearance of strength; eventually, by its collapse, it brings discredit on the whole work. If the Government only undertakes to issue certificates of competency for a simple, useful, and unpretentious duty, I think it will promote the education of the country in a more sound and acceptable manner than it will do if it continues to issue the present certificates of *merit*.

I must, however, add one suggestion. If, in sympathy with the recommendation of the Royal Commissioners, your Lordships should wish that the simpler elements of political economy, and some other subjects of general interest, dignified with the name of "social science," should form part of the course of instruction, and that good reading books for schools *generally* should contain chapters on these subjects, I think it would be sufficient for the notice of examination to state that, either in the school management paper or in a separate paper, questions will be given thereon; the attention of the managers of training schools will thus be secured.

A short paper suggesting alterations in the syllabus, with reasons, has been circulated by me among the managers of training schools, and others who have paid attention to the subject; and, with the accumulated information derived from these remarks before me, I have the honour to submit a revised syllabus which carries my views into effect, and which I trust may be of use to your Lordships in deciding on any change that the present circumstances of administration may require.

STUDENTS OF 1ST YEAR.

PP 1. Holy Scripture generally; Gospel of St. ——, Church Catechism, and Morning and Evening Services.
* 2. Reading, and methods of teaching it.
3. Writing, and methods of teaching it.

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PP Two papers.
* This will be *orally* tested. Questions on teaching reading will be given under **.

P 4. Arithmetic, and methods of teaching it.
P 5. Grammar. First book of *Wordsworth's Excursion* to be thoroughly known. Some questions on Latin grammar will be given which will obtain an extra number of marks.
P 6. English composition.
P 7. English history from the reign of Henry VII., inclusive.
P 8. Geography of the globe generally, and specially (186—) *Asia*.
P 9. Natural philosophy. Such a general acquaintance with common experiments as may be gained from *Faraday's Six Lectures*, and such as is required to explain the popular science in school reading books.
** P 10. School management and questions on common things, elements of political economy, and sanitary precautions.
*** 11. Music.
P 12. Euclid. Books I.—IV., inclusive.

10 papers.

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** This will be tested by the actual teaching of a class in presence of one of H.M.'s Inspectors, on some elementary subject, and a reading lesson.
*** To be tested by oral examination.
P In these subjects one paper will be given at Christmas.

### Students of 2nd Year.

P Holy Scripture. In 186—, the Epistle of ——, and the Acts of the Apostles.
P Book of Common Prayer.
* Reading.
Writing.
P Arithmetic.
P Grammar.—English { a play of Shakespeare, / or a book of Milton. } Latin { Gramm. / Cæs. B. i.
P English Composition.
P English History; one of these periods:—
(1.) Anglo-Saxon, Norman, and Plantagenet to 1399. (2.) Tudor. (3.) Stuart. (4.) 1688 to end of George II. (5.) George III. to Queen Victoria.
P Geography of British Colonies.
P Natural philosophy.†
P* School management.†‡
P* Music.

10 papers.

No student can pass more than twice.

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P In these subjects a paper of questions will be set at Christmas.
* Examination in these subjects will be partly *oral*.
† See remarks on these subjects above.
‡ A lesson on some simple subject must be given before one of H.M.'s Inspectors, and also a reading lesson.

## Special Reports.

Under the head of each school I have given the information which your Lordships directed me to collect on the amount of vacation, and the method adopted to ascertain the musical skill of the students.

I have also given a summary of the work done in each training school at the annual examination. In determining whether any training school had or had not gained special credit for any subject, I adopted this rule:—If more than 80 per cent. of the students presented were marked E., G., or F., I think that a high standard has been reached; if, on the other hand, less than 30 per cent. gain E., G., or F., on any subject, then I think that in that subject the work done is below a fair standard.

I have given no comparative tables of expenditure and income, as these have now passed out of my hands into a general table; but under the head of each school a general statement is given, and analysed. The amounts here will often differ from those given in the larger table, for my experience leads me to the conclusion that unless the accounts are minutely examined they are useless for the purpose of comparison. In some cases the income is swelled by rebates, which ought to be deducted from the corresponding items of expenditure; as where the outlay for books is very considerable, and on investigation it is found that credit is taken as income for a large quantity of books re-sold to students; or where the fees from the practising school are reckoned as income, instead of being deducted from the expenses, and the balance returned as "expense of practising school."

In the amounts given in my special reports, great care has been taken to reduce all these statements of income and expenditure to one uniform plan, so that *inter se* the accounts of Church of England training schools can be compared without mistrust, except in the cases of Highbury and Carmarthen, from which I received no returns but those in the table (p. 251).

### BATTERSEA (NATIONAL SOCIETY'S).

Inspected by Rev. W. H. Brookfield and Rev. B. M. Cowie in April and October 1861.

The staff remains as in my last report, with an exception which I am sorry to mention. Mr. Hewitt, the lecturer on geography, who has always maintained a high character here for energy and skill in his special subject, has been obliged to give up his work in consequence of ill health. His place was supplied temporarily by Mr. Fawnthorp, who lectures with confidence and accuracy, and will probably turn out an efficient successor to Mr. Hewitt.

The number of students in residence was 103, of whom 57 are in the second year, and 1 in the third year of residence.

The amount of vacation, during which the students must leave the college, is 84 days. At Easter they are permitted to leave for five days. About half remain in the college. The half holidays, on which work is intermitted from dinner to tea time, amounted to 57 during the year 1860.

Mr. Hullah examines the second-year men, and Mr. May the first-year men, to ascertain if they can teach singing: 98 out of the 102 students are

therefore certified by these gentlemen to be able to teach singing in our National schools; 88 of them passed an E., G., or F. examination at Christmas 1861.

The general result of the examination of the first-year students at Christmas shows that considerable proficiency was attained in religious knowledge, grammar, geography, history, Euclid, music, and school management; and in no subject do the students fall below a creditable standard.

In the second year the college stands high in liturgy, grammar, geography, arithmetic, music, and school management; the only subject where there is a breakdown being religious knowledge.

The general result is this:—

Examined in

3rd year, 1; who gained a third class certificate.
2nd year, 48; 17 first class; 28 second class; 3 third class certificates.
1st year 53; 12 „ 38 „ 3 „ „

No failure, no scheduled student.

One student was absent on account of illness, two had left for the same cause during the year, and one had died.

The third-year and the second-year students left at Christmas 1861. Out of this number of 49, 39 were known to have found situations before the 1st of March 1862, at an average salary of 58*l.* per annum. Out of the remainder eight were recommended for situations, with every prospect of being accepted.

To show that the men who gain high certificates do not abandon the profession, Mr. Clark has compiled the following table:—

CERTIFICATED TEACHERS who have left BATTERSEA TRAINING SCHOOL from Christmas 1851 to Christmas 1861.

| | 1st Class. | 2nd Class. | 3rd Class. |
|---|---|---|---|
| In National schools under inspection | 66 | 191 | 134 |
| In endowed and other schools for the poor | 7 | 12 | 8 |
| In training colleges in Great Britain and Ireland | 9 | 1 | 1 |
| In training colleges in the colonies | 3 | 0 | 0 |
| In schools for the poor in the colonies | 4 | 4 | 2 |
| In private schools or tuition (of whom 10 were not Queen's scholars). | 0 | 4 | 13 |
| In Holy orders (of whom two were not Queen's scholars) | 1 | 1 | 1 |
| Left their calling for the present (of whom three were not Queen's scholars). | 3 | 4 | 4 |
| Lost sight of for the present (of whom three were not Queen's scholars). | 0 | 1 | 3 |
| | 93 | 218 | 166 |

| | |
|---|---|
| Total of those not disqualified for teaching | 477 |
| Dead | 13 |
| Left their calling on the score of health | 6 |
| Total of those who have left the college (of whom 112 were not Queen's scholars) | 496 |

The total income for the year 1861 is returned as 5,222*l.* 4*s.* 3*d.*, analysed as follows:—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Raised by managers | 258 | 14 | 3 |
| National Society | 800 | 0 | 0 |
| Government grants | 4,163 | 10 | 0 |
| | £5,222 | 4 | 3 |

The expenditure for the same period is 5,394*l.* 3*s.* 7*d.* ordinary, and 13*l.* 4*s.* 6*d.* extraordinary.

The former amount is thus distributed:—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition, model school, books | 1,485 | 8 | 0 |
| Maintenance, fuel, housekeeping, &c. | 3,145 | 15 | 3 |
| General establishment, rent, taxes, &c. | 763 | 0 | 4 |
| | £5,394 | 3 | 7 |

which is at the rate of 51*l.* 17*s.* 4*d.* per head reckoned on 104 students.

The Government payments in augmentation of salaries is 107*l.* 10*s.* 0*d.* Total cost to Parliamentary fund, 4,271*l.*

## CARMARTHEN, OR SOUTH WALES (NATIONAL SOCIETY'S).

Inspected by the Rev. H. Longueville Jones and Rev. B. M. Cowie in November 1861.

Officers:—

| | |
|---|---|
| Rev. W. Reed | Principal. |
| Rev. E. M. Acock | Vice-Principal. |
| Mr. W. T. Dixon | Tutor. |
| Mr. Rickards | Normal Master. |

Mr. Dixon was about to leave, from failing health; Mr. Acock we had not met at this college before. He gave a lecture on history, the reign of William Rufus, which was recapitulatory and catechetical, and was on the whole a fairly useful lesson.

The number of students returned as in residence in this college in 1861 is 47.

Mr. Longueville Jones and I had before us 18 students of the second year, and 24 students of the first year; 3 of the second-year students and 4 of the first-year students had not been pupil-teachers.

The college has been kept open for the residence of Queen's scholars 281 days. There is a half-holiday every Saturday.

The method adopted to try whether the candidates for the music paper are qualified is thus described:—

"The first-year students have been required to sing a piece of music from notes, each student choosing his own piece. The second year-students to sing a simple passage, which they have not seen before. For the present year (1861) the latter test will be required of all candidates."

Twenty out of the 24 students of the first year were under this condition allowed to take the music paper at Christmas 1861, 14 of whom were marked E., G., or F.

Eleven of the 18 students of the second year passed the required test, and were examined in music, and nine of them obtained E., G., or F.

The general examination at Christmas shows that in the first-year subjects the candidates fell below a fair standard in geography, history, and algebra. They rose to a creditable standard in Euclid.

The examination in second-year subjects gives this result:—

Religious knowledge is below a fair standard. In liturgy, geography, and music the students gained considerable credit. None were examined in Welsh.

Of 18 examined in second year, the result is:—1 first class certificate, 3 second class, 10 third class. Of 24 examined in first year, the result is:—6 second class, 14 third class, 1 schedule, and 3 failures.

The discrepancy between the results,—42 students examined, only 38 accounted for is thus explained:—Four students were detected cheating in the examination, and they are not noticed in the return.

The attendance of the students in the practising school is now registered weekly. The school has steadily improved since Mr. Rickards has been its master; when he took charge, five years ago, the average attendance was 71, and at the time of the inspection it was 123, and increasing. The ordinary attendance in November 1861 was 150.

If the college fills up its numbers, an assistant master would be required in the practising school, to give the normal master more time for the students; but with the present number of residents it is not necessary.

The college has been completed since the last inspection, and the sum of 1,845*l.* paid during the past year by the Government towards the buildings. This is a final grant. The additions seemed very satisfactory, and the approaches, yards, outbuildings, &c., were in very good order, and for the first time since I have inspected the college, I have the pleasure of reporting favourably on all these external and material points.

Of the 18 students of second year who left at Christmas, five were without situations on the 1st of March 1862. Three students of the first year had left the college, and had no schools at that date.

The total income for the year 1861 is returned as 2,228*l.* 10*s.* 6*d.* in the official table.

| | £ | *s.* | *d.* |
|---|---|---|---|
| Raised by managers | 126 | 8 | 0 |
| National Society | 545 | 0 | 0 |
| Exhibitions | 35 | 0 | 0 |
| Fees of students paid by themselves | 125 | 18 | 0 |
| Government grants | 1,396 | 0 | 0 |
| | £2,228 | 10 | 6 |

The expenditure for the same period is thus returned:—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition | 576 | 9 | 9 |
| Maintenance, fuel, &c. | 1,223 | 12 | 8 |
| General establishment, &c. | 245 | 3 | 9 |
| | £2,045 | 6 | 2 |

which on an average number of 47 gives 43*l.* 10*s.* 4*d.* per head.

The extraordinary expenditure on buildings was 1,138*l.* 2*s.* 8*d.*, towards which the National Society and other friends of the institution contributed 2,234*l.* 3*s.*

There was paid to lecturers and assistant masters 200*l.* in 1861, making the Government contribution to the annual expenditure 1,596*l.*, and to extraordinary expenditure 1,845*l.*

## CARNARVON, NORTH WALES.

Inspected by the Rev. B. M. Cowie in August 1861.

Staff of masters :—

| | |
|---|---|
| Rev. W. R. Williams | - Principal. |
| Mr. Cormack, M.A. | - Vice-Principal, Lecturer in Applied Mathematics. |
| Mr. R. Roberts | - History and Music. |
| Mr. Morgan | - History, &c. |
| Mr. Newton | - Master of Method and of the Practising School. |
| Mr. Grinley | - Assistant Master at Practising School. |

The new officers since last year were Mr. Morgan and Mr. Grinley.

I heard Mr. Morgan deliver a lecture on history and the method of teaching it. His manner is pleasing and effective ; the subject was rather too wide ; and hence he became diffuse and indefinite. He has, however, a power of teaching, and may become a very effective addition to the staff.

Mr. Grinley gave a model lecture to a very young class at the practising school. He has an excellent command over his class, drills them well, and keeps up their attention. It was intended to call out their powers of observation, and was a very good model of method and lively teaching.

There were 11 students of the second year, four of whom had not been pupil-teachers, one scheduled student, not a pupil-teacher, 23 in their first year, of whom only 14 had been pupil-teachers, and 12 students in a preparatory class, making 47 in all.

The vacations consist of 6 weeks at Midsummer; 7 at Christmas, of which two were examination days, whole holidays 10 ; one week at Easter. Total number of days 94.

The method of testing the students to ascertain whether they are qualified to take the music paper :—" Each student must be able to sing at least one " psalm tune, one school song, and one chant ; I hear the three sung, and " if the student can start and sing them correctly through, I consider him " entitled to a certificate.—R. Roberts."

Eleven second-year students were examined at Christmas 1861 ; 10 of them passed this test, and were allowed to take the music paper; 5 obtained E., G., or F.

Twenty-one students were presented at Christmas 1861 for examination in first-year subjects ; 20 took the music paper ; 4 obtained E., G., or F.

The general result of the second-year examination shows that the students did very well in geography ; that they fell below a fair standard in religious knowledge.

In the first year the result of the Euclid examination was very good ; but in grammar, geography, history, arithmetic, algebra, and music they did not do themselves much credit.

A great deal of elementary work has doubtless to be done with the young men. I see that 10 out of 31 were examined in Welsh. It would be more profitable to them to spend their time in learning arithmetic than in keeping up a national distinction which is comparatively useless.

General result :—

Second-year students examined (11), 2 first class, 6 second class, 2 third class, 1 failure. First-year students examined (21), 4 second class, 13 third class, 3 schedule, 1 failure.

The 11 second-year students left at Christmas, and 10 were placed in situations, with average salaries of 50*l*. Before the 1st of March 1862, 11 first-year students left also, nine of whom were placed before the 1st of March with average salaries of 48*l*.

Of the three unplaced students two only are necessarily disengaged, and they are Englishmen. " The demand for Welsh-speaking masters is quite " equal to the supply as yet."

Two students had left on account of illness during the year, one to take a situation abroad, and one in consequence of some physical defect.

The income of the year 1861 was 1,596*l.* 19*s.* 6*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| By managers, subscriptions, &c. | 203 | 17 | 0 |
| National Society | 400 | 0 | 0 |
| By students | 202 | 2 | 6 |
| Government grants | 791 | 0 | 0 |
| | £1,596 | 19 | 6 |

The expenditure was 1,662*l.* 16*s.* 8*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition, books, &c. | 569 | 3 | 11 |
| Maintenance, wages, fuel, &c. | 906 | 14 | 2 |
| Establishment, repairs, taxes, furniture, &c. | 186 | 18 | 7 |
| | £1,662 | 16 | 8 |

A sum of 35*l.* was also expended on the buildings.

The Government grants, 791*l.*, have to be increased by 125*l.*, paid in augmentation to lecturer and masters, making the total cost to the Parliamentary fund, 916*l.*

## CHESTER DIOCESAN.

Inspected by the Rev. J. P. Norris and Rev. B. M. Cowie in May 1861.

The officers of the college who are permanently employed :—

| | |
|---|---|
| Rev. A. Rigg | Principal. |
| Rev. J. Bates | Vice-Principal at the beginning of the year. |
| Rev. W. Cripps | Assistant. |
| Mr. Scotson | Lecturer on Chemistry and English Grammar. |
| Mr. Burton | Geography. |
| Mr. Hardy | Normal Master and Music Master. |

Mr. Beesley and Mr. Fawnthorpe left Chester since the last inspection.

We found 2 students of the third, 22 of the second year of residence, 2 of whom had not been pupil-teachers; in their first year, 29 students, of whom 2 had not been pupil-teachers.

The amount of vacation was not furnished, no account having been kept of occasional holidays. In the next year an accurate return will be made.

The method adopted by Mr. Hardy for certifying to the Principal that the students are qualified to take the music paper is this :—

"Each man must play a tune on an instrument from memory, or sing from memory a verse of a song of his own selection, pitching the note without a tuning fork or any other assistance."

Of the 22 students of the second year presented at Christmas, 20 were certified to be qualified to take the music paper; 18 of them obtained E., G., or F.

Of the 29 first-year students, 22 were examined in music, and 5 obtained E., G., or F.

In the papers of the second year, the students appear to have done very well in liturgy, grammar, geography, music, and to have fallen below a fair standard in religious knowledge.

Of the first-year subjects, Euclid is the only one which gains considerable credit. In history and music the students did not gain much credit; and in algebra they seem to have done very badly.

Total results:—

2nd year, No. examined, 22; certificates, 1st class, 1; 2nd class, 16; 3rd class, 4; failure, 1.

1st year, No. examined, 29; certificates, 2nd class, 15; 3rd class, 11: schedule, 2; failure, 1.

After the examination 31 students left the college,—

| | | | | |
|---|---|---|---|---|
| 7 of 1st year, | of whom 4 | were without situations, | 1 March 1862. |
| 21 of 2nd | „ 9 | „ | „ |
| 2 of 3rd | „ 2 | „ | „ |

The average salary obtained by the second-year students who had found schools was estimated roughly by the Principal at 60*l.*

The income for 1861 amounted to 2,574*l.* 1*s.* 8*d.*

| | £ | s. | d. |
|---|---|---|---|
| Managers, exhibitions, &c. | 437 | 18 | 0 |
| Students | 20 | 0 | 0 |
| Government grants | 2,117 | 0 | 0 |
| | £2,574 | 1 | 8 |

The expenditure (current) was 2,471*l.* 10*s.* 2*d.*

| | £ | s. | d. |
|---|---|---|---|
| Tuition, model school, books | 854 | 2 | 2 |
| Maintenance, wages, fuel, &c. | 1,283 | 0 | 6 |
| Establishment charges, rates, repairs, &c. | 334 | 7 | 6 |
| | £2,471 | 10 | 2 |
| Improvement of landed property belonging to the college | 102 | 11 | 6 |
| | £2,574 | 1 | 8 |

There is due 115*l.* from the Parliamentary fund to a lecturer and certificated master, making the Government contribution 2,232*l.*

## CHELSEA, ST. MARK'S.

Inspected by Rev. J. G. C. Fussell and Rev. B. M. Cowie in May, June, and November 1861.

There is no change in the list of officers of this training school.

There were in residence 106 students, 6 in the third year, 46 of the second year, and 54 of the first year, when the return now before us was made (in May 1861); 98 of these were Queen's scholars; the remaining 8 include 6 students in their third year of residence, and 1 in the second year, who had been pupil-teachers. There was also 1 student in the second year who had not been a pupil-teacher.

The vacation amounted to 89 days.

| | Days. |
|---|---|
| Jan. 1st—19th | 19 |
| March 28th—April 3rd | 7 |
| July 16th—Aug. 29th | 45 |
| Dec. 14th—Dec. 31st | 18 |
| Total | 89 |

Other holidays, including St. Mark's day and Whitsuntide 8½ days; (study on each of these days averages 3 hours).

On eleven saints' days the work of the time-table was interrupted by the chapel services, but six hours and a quarter was devoted to study and lectures on each of these days.

In December the candidates for Queen's scholarships are at the college five days after the departure of the students; while in January the new students do not enter till one week after the college re-opens.

The candidates for certificates, who propose to be examined in music, are passed by Mr. Hullah, and on his recommendation the students are either allowed or disallowed by the Principal. In Mr. Hullah's judgment therefore all the students who were examined in Dec. 1861 (with one exception) are competent to teach singing in schools for the labouring classes; 99 were examined, and 98 were allowed to take the music paper; 76·09 per cent. of the second-year students, and 42·31 per cent. of the first-year students passed an E., G., or F. examination in this subject.

The subjects in which the first-year students seem to have fallen below a proper standard are history, arithmetic, and algebra.

In religious knowledge, the catechism, geography, Euclid, Latin, and school management they did themselves much credit.

In the second year no subject is marked below a fair standard. Special credit was gained in liturgy, grammar, geography, history, school management, reading, and class teaching. I regret to notice that arithmetic does not come into this list. But on the whole the college has done well this year, as will be seen below.

Though 106 students are reckoned as resident in this training school, 99 of the first and second year and 4 of the third year were examined.

The general result of the examination was:—

No. examined.

4, third year; result, 3 second class certifictaes.

46, second year; „ 18 first, 17 second, 9 third class certificates.

53, first year; „ 3 first, 29 second, 21 third class certificates.

Out of these students, 8 left after one year's residence, 5 of whom readily obtained places at an average salary of 50*l.*; 44 left after residing two years and upwards, 34 of whom were at once placed in situations with an average salary of 65*l.* Several of the remainder were in negotiation; on the 1st of March 1862, 12 altogether were still unemployed. During the year one student had to be dismissed for misconduct, one left from illness, and two others, who were in the third year, left also; one of these left to take charge of a National school; another to act as private tutor in a gentleman's family; he has undertaken to repay the Committee of Council the cost of his training.

The Secretary informs me, with respect to the difficulty of procuring situations:—

"The demand for masters able to play the organ or harmonium, and able also to provide female assistance for instruction in needlework, &c., becomes greater each year; and had it not been for these special requirements, few, if any, of the students would, it is believed, have remained without a situation."

The total expenditure for the year was 5,840*l.* 10*s.* 6*d.*, of which 150*l.* 0*s.* 6*d.* was for special repairs and furniture. The remainder may be analysed as follows:—

| | £ | s. | d. |
|---|---|---|---|
| Expenses of tuition | 1,815 | 18 | 5 |
| Board of six masters, 106 students, and 10 servants, and other expenses of keep, including fuel, lights, &c. | 3,105 | 18 | 0 |
| Permanent establishment charges | 768 | 13 | 7 |
| | £5.690 | 10 | 0 |

This divided among the 106 students gives, for the average cost of each, very nearly 53*l.* 13*s.*

The income for the year amounted to 5,744*l.* 12*s.* 3*d.*; one unusual item therein being 43*l.* 9*s.* 9*d.*, excess of income over expenditure in the practising schools.

The remainder is made up as follows:—

| | £ | s. | d. |
|---|---|---|---|
| National Society's grant and annual subscriptions - | 1,662 | 2 | 6 |
| Fees paid by students - - - - - | 55 | 0 | 0 |
| Government grants - - - - - - | 3,984 | 0 | 0 |
| | 5,701 | 2 | 6 |
| Practising schools, as above - - | 43 | 9 | 9 |
| | £5,744 | 12 | 3 |

In addition to the sum of 3,984*l.*, your Lordships contribute 325*l.* for the year 1861 in lectureships and augmentations; total, 4,309*l.*

## CHELTENHAM.

Inspected by Rev. H. W. Bellairs and Rev. B. M. Cowie in September and October 1861.

There is no change in the list of officers of this training school.

We found 46 students in their second year, 55 in their first year of residence; six of the whole number had not been pupil-teachers.

The amount of vacation is returned as 85½ days, including Wednesday and Saturday half holidays.

The test to be passed by each of the students who wish for a certificate of competency to take the music paper is returned thus:—

"He must be able to play on the organ, harmonium, or pianoforte a psalm tune or school song handed to him by the music master; or he must be able to sing at sight a simple melody given him by the teacher, and to teach the children in the model or practising schools some school song; both to be done to the satisfaction of the teacher, Mr. Heller."

Out of the whole number, 101, only one student (in the first year) was omitted from the music examination; of 56 second-year students, 25 obtained E., G., or F.; and of the 53 first-year students, 25 passed an E., G., or F. examination.

With respect to the general proficiency of the second-year students, I find that in religious knowledge only did they fail to gain credit. In liturgy, grammar, geography, history, school management, and reading they gained for the college very considerable credit.

In the examination of the students of the first year special credit was due for religious knowledge, catechism, Euclid, and school management. In geography and algebra they are below the mark.

The result of the whole examination is this:—

Second year, No. examined, 46; certificates granted, first class, 12; second class, 22; third class, 10.*

First year, No. examined, 54; certificates granted, first class, 3; second class, 36; third class, 14.†

There were no failures and no scheduled students.

---

* Two dismissed for cheating.

† One dismissed for cheating.

Nine students of the first year left the training school, as well as the 46 students of the second year, to take schools at Christmas 1861; 35 of the latter obtained an average salary of 66*l.* (with a house in most cases), and were known to be placed before 1st March 1862. Five of the nine first-year students were also known to be in situations, and the remaining four were probably settled by that date.

The income of the male training school for 1861 is returned as 4,178*l.* 1*s.* 7*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Contributed by managers | 184 | 16 | 7 |
| Contributed by students | 51 | 0 | 0 |
| Contributed by Committee of Council | 3,942 | 5 | 0 |
| | £4,178 | 1 | 7 |

The expenditure was 3,960*l.* 13*s.* 1*d.*

| | | | |
|---|---|---|---|
| Expenses of tuition, books, and model school | 1,354 | 1 | 0 |
| Expenses of maintenance | 2,188 | 14 | 8 |
| Establishment charges | 417 | 17 | 5 |
| | £3,960 | 13 | 1 |

Mr. Bromby states:—"The apparent balance in favour of the college is "only apparent, and needs explanation. It arises partly from the fact that "the local subscriptions at Clifton, London, &c., belonging to the year "1860, were not paid till 1861. Secondly, a large bill for repairs, amounting "to 80*l.*, was furnished too late to be examined and discharged before "closing the account for 1861."

It has been urged that the fact often quoted, that 99 per cent. of the expenses of this college have been paid by the Government grants, was of an exceptional character, depending on the prosperity of a single year. I have, therefore, given below the statements of the last four years.

| Year. | Expenditure. | | | Government Grants. | | |
|---|---|---|---|---|---|---|
| | £ | *s.* | *d.* | £ | *s.* | *d.* |
| 1858 | 3,580 | 8 | 8 | 3,575 | 0 | 0 |
| 1859 | 4,064 | 8 | 10 | 3,939 | 13 | 4 |
| 1860 | 3,971 | 11 | 6 | 3,912 | 5 | 0 |
| 1861 | 3,960 | 13 | 1 | 3,942 | 5 | 0 |
| | 15,577 | 2 | 1 | 15,369 | 3 | 4 |

This shows an average of over 98 per cent. on four years' accounts.

The sum actually paid or due to the college must be augmented by 330*l.*, the augmentation paid to lecturers and a certificated master, making the Government contribution to the exclusive support of the training college for 1861, 4,272*l.* 5*s.*

I have taken no notice of this annual addition in forming the table given above, which represents only the amount paid to the college for Queen's scholarships and the results of the Christmas examination.

## CHICHESTER (BISHOP OTTER'S).

Inspected in June 1861.

List of officers:—

| | |
|---|---|
| Rev. M. Parrington, M.A., Cambridge | - Principal. |
| Rev. J. Francis, B.A., Cambridge - | - Vice-Principal. |
| Thos. Bennett - - - - | - Music Master. |
| Messrs. White and Farncombe - | - Drawing Masters. |
| Geo. Hullah - - - - - | - Master of Practising School. |

The number of students in residence was 26, of whom 25 were Queen's scholars; 12 in their first year, 13 in their second year of residence, one student in the first year had not been a pupil-teacher; there were also three private students, making 29.

The winter vacation lasts about five weeks, and the summer vacation about six weeks. The students who wish to visit their friends may do so for a few days at Easter. There is a half-holiday every Saturday, and a whole holiday every red letter day with the exception of an early lecture.

The students sing glees and madrigals very well, several of them learn the piano, and among them are some very good voices. As to the method of ascertaining whether they are qualified to take the music paper, the Principal is himself a musician, and in so small a number he knows all the men's capabilities, and so certifies from personal knowledge and on his own judgment.

Twenty-two were considered by him qualified to teach singing in schools for the labouring classes.

Three out of 10 examined as second-year students, and one out of 12 examined as first-year students passed an E., G., or F. examination in music. This result surprises me, for certainly the majority of them can sing very creditably; and if tested vocally, would have passed a good examination.

The subjects in which the first-year students fell below a fair standard at the Christmas examination were grammar, geography, history, and algebra. They did themselves credit in liturgy, Euclid, and reading.

The second-year students were below a fair standard in religious knowledge and arithmetic; but passed with credit in reading and teaching.

The inquiries which took place after the unfortunate event of a student being killed by a soldier last autumn have left an impression that the discipline of the college is too lax, and I propose to bring this under the notice of the board of managers at the next inspection.

Mr. Hullah, the master of the practising school, gave a model lesson in the central school; it was interesting, and showed that he had considerable power as a teacher. He gained the boys' attention, kept it fixed, and was successful.

The Vice-Principal gave a lecture to the students on physical geography; he was accurate but nervous, and probably by this time has acquired more command of his class. It was the first time I had met him.

The practising school was much larger than at the last inspection (September 1860). The number on the books was then 182, and the average attendance 109. These numbers were in June 1861 raised to 211 and 175 respectively. The master has only two pupil-teachers; with this disadvantage the discipline is good, and the school seems to be managed with firmness and judgment.

The result of the examination of the 25 students at Christmas 1861 was as follows:—

No. examined, 14 first year; result, 4 second class, 8 third class certificates, and 2 scheduled.

No. examined, 11 second year; result, 4 second class and 4 third class certificates.

Some of the students who were examined in first-year subjects had resided more than one year.

Twelve left altogether after more than one year's residence. Those who obtained immediate places got an average salary of 62*l.*

One student was killed during the year; one had to leave on account of illness.

The expenditure of the year amounted to 1,338*l.* 10*s.*, of which 27*l.* 8*s.* is put down as interest on debt, the remainder, 1,311*l.* 2*s.*, is made up as follows:—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition - - - - - - | 375 | 16 | 5 |
| General expenses of keep for 29 students, one master, and four servants - - - | 764 | 19 | 1 |
| General establishment charges - - - | 170 | 6 | 6 |
| | £1,311 | 2 | 0 |

Which makes the whole cost per student 45*l.* 4*s.*

The income for the year amounted to 1,293*l.* 2*s.*:—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Contributed by subscriptions - - - | 260 | 17 | 0 |
| By students - - - - - | 35 | 0 | 0 |
| By Government - - - - - | 997 | 5 | 0 |
| | £1,293 | 2 | 0 |

## DURHAM DIOCESAN.

Inspected by Rev. G. R. Moncreiff and Rev. B. M. Cowie in September 1861.

The staff was then the same as in my last report; but at Christmas 1861 the Rev. A. Sweeting, Vice-Principal and Lecturer in Mathematics, left the college, having obtained preferment in the Church.

We found 22 students in their second year of residence, two of whom had not been pupil-teachers; and 26 in their first year, of whom only one had not been a pupil-teacher.

The amount of vacation in 1861 was calculated at 18 weeks, including the half-holidays.

The following method of ascertaining whether students are qualified to take the music paper is adopted:—The music master writes a passage on the black-board, and requires the student to sing it. When there is a doubt a second trial is given. Nineteen out of 22 in the second year were, under this condition, admitted to be examined in music, seven of whom obtained E., G., or F. in the examination at Christmas; 18 out of 26 in the first year passed the preliminary trial, and of these six obtained E., G., or F.

The result of the last examination shows that the second-year students gained great credit in liturgy, grammar, geography, history, and school management. In no subject did they fall below a creditable standard.

The first-year students did themselves great credit in religious knowledge, catechism, and Euclid. In history they fell below what might reasonably be expected.

General result:—

Second year, No. examined, 22; first class, 2; second class, 14; third class, 6; no failures.

First year, No. examined, 26; first class, 3; second class, 12; third class, 10; 1 schedule; no failure.

Twenty of the 22 second-year students who left at Christmas 1861 had obtained situations by the 1st of March 1862, with average salaries of 56*l.*, six obtaining a house in addition. Nine of them will claim the probationers' grant. One student of the first year also left, who had not obtained a situation by the 1st of March 1862.

One student died during the year.

The income for the year amounts to 2,407*l.* 15*s.* 8*d.*

| | £ | s. | d. |
|---|---|---|---|
| Endowment, subscriptions, &c. | 447 | 10 | 8 |
| Paid by students | 5 | 15 | 0 |
| Government grants | 1,954 | 10 | 0 |
| | £2,407 | 15 | 8 |

The expenditure amounted to 2,241*l.* 17*s.* 1*d.*

| | £ | s. | d. |
|---|---|---|---|
| Tuition, practising school, and books | 773 | 14 | 6 |
| Maintenance, fuel, lights, wages, &c. | 1,247 | 6 | 3 |
| Establishment charges, rates, repairs, &c. | 220 | 16 | 4 |
| | £2,241 | 17 | 1 |

The extraordinary expenditure of the year was 606*l.* 15*s.* For purchase of land, 500*l.*, and building, 106*l.* 15*s.*

The Government grants are 1,954*l.* 10*s.*, as above, and 100*l.* augmentation to lecturer; total, 2,054*l.* 10*s.* This augmentation will not recur, the lecturer having resigned his appointment.

## EXETER DIOCESAN.

Inspected by Rev. B. M. Cowie in September 1861.

There has been no change among the officers employed in this training school since my last report.

There were in residence at the time of the inspection 18 students in their first year, one of whom was not a Queen's scholar nor had been a pupil-teacher, and one was scheduled; 17 in their second year, all Queen's scholars, one of whom had not been a pupil-teacher.

The vacations are:—

| | | |
|---|---|---|
| In January | 27 days | Sundays included. |
| At Easter | 8 „ | |
| Midsummer vacation | 42 „ | |
| December | 16 „ | |
| Afternoons of 12 saints' days | 6 „ | |
| Four extra half-holidays | 2 „ | |
| Total | 101 days. | |

There is a half-holiday every Saturday.

The students are tried in vocal music by their ability to sing the scale correctly and an easy musical passage at sight.

Seventeen students were presented for examination in second-year subjects; all took the music paper; six obtained E., G., or F. in the examination; 18 were presented to take first-year subjects; 14 took the music paper; 5 obtained E., G., or F. in the examination.

The general result of the Christmas examination shows that in the second year the students did very well in grammar, geography, and school management; but they did very badly in religious knowledge, and in this only.

In the first-year papers the students did very well in religious knowledge and Euclid. They fell below a creditable standard in history and algebra.

General result:—

Second year, number examined, 17; certificates, second class 8, third class 8, failure 1. First year, number examined, 18; certificates, second class 10, third class 5, failure 1; 2 dismissed for endeavouring to cheat in examination.

Twenty-two students left at Christmas 1861, all of whom, with one exception, and he is a second-year man, have obtained situations. But for want of National schools, six have taken union schools; two are seamen's schoolmasters, H.M.S. "Implacable," Devonport; three are assistants in commercial or small grammar schools, and 10 are in parochial or elementary schools.

The Principal writes to me:—"It is proper to state that all those of my "pupils who have gone into schools other than elementary, refused again "and again overtures from such schools in the hope of getting appoint-"ments at or about Christmas in National schools, a position to which they "not only feel themselves pledged, but which they invariably prefer. These "young men, however, cannot afford to be idle, hence their acceptance of "situations in private schools."

The income of this training school for 1861 is 1,982*l.* 19*s.* 10*d.*, contributed thus:—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Endowment | 100 | 0 | 0 |
| Managers | 215 | 6 | 10 |
| Students | 40 | 18 | 0 |
| Government grants | 1,626 | 15 | 0 |
| | £1,982 | 19 | 10 |

The expenditure (current) is 1,884*l.* 6*s.* 6*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition, books, &c. | 702 | 14 | 6 |
| Maintenance, wages, fuel, &c. | 912 | 12 | 10 |
| Establishment charges, rates, repairs, &c. | 268 | 19 | 2 |
| | 1,884 | 6 | 6 |
| Extraordinary expenditure, buildings account | 58 | 4 | 10 |
| Ventilation of class rooms and dining room | 40 | 8 | 6 |
| | £1,982 | 19 | 10 |

The expenditure of this training school is not easily ascertainable, for the accounts are mixed up with the other accounts of the Diocesan Board. The account returned under the head, books, printing, stationery, &c., 161*l.* 0*s.* 6*d.*, probably includes charges for other work done by the Board. It would be an advantage if the training school expenses were strictly divided from the general expenses, and its accounts kept quite separate.

## HIGHBURY (METROPOLITAN).

Inspected by the Rev. J. G. C. Fussell and Rev. B. M. Cowie in April and July.

At the time of our inspection the office of Vice-Principal, vacant by the retirement of Mr. Bodley, had not been filled up. The Rev. John Hawes, B.A., of Trinity College, Dublin, has since been appointed.

The college staff consisted of:—

| | |
|---|---|
| Rev. C. R. Alford | Principal. |
| Mr. Roe | Lecturer on Mathematics. |
| Mr. Cooper | „ History. |
| Mr. Quin | „ Geography. |
| Mr. Bulbeck, Mr. McDowell | Assistant Masters. |
| Mr. Daintree | Master of Practising School and Normal Master. |
| Mr. Dexter | Assistant Master of ditto. |

All these gentlemen, who have been reported upon in past years, continue to render effective services.

Mr. Bulbeck wanted a little more method in his manner of teaching grammar; the exercise was not sufficiently searching to make it valuable.

Mr. McDowell gave a lecture on the rise and spread of the Reformation on the Continent, on the points of difference between the Swiss and German Reformations, and on the life of Zwingle.

I doubt whether this be necessary for the training of schoolmasters for the children of the labouring poor; but Mr. McDowell has a vocation for teaching, questions very judiciously, closely, and opportunely, and as far as I could judge seemed to know his subject very well. We found 23 students of the second year and 57 of the first year resident in the college; three of the latter number had not been pupil-teachers.

The amount of vacation is thus given: 9½ weeks, exclusive of Christmas vacation.

The conditions under which students are allowed to be examined in music are:—

"First year,—they must sing correctly something they have learned, and also sing at sight. But very few are rejected in this stage of training.

"Second year,—they must sing at sight correctly some easy passage. None are certified as qualified to take the music paper unless they are considered able to teach singing in an elementary school.

"This regulation was in force before their Lordships' recent circular requiring the latter condition."

Under these circumstances the 22 men examined at Christmas 1861, in the second-year papers, were all admitted to take the music paper, and 13 obtained E., G., or F.

Fifty-six out of 57 first-year men were examined in music, and 30 obtained E., G., or F.

The result of the general examination of the second-year men shows that the students gained very considerable credit for the college in liturgy, grammar, geography, history, and school management, and in no subject did they fail to come up to a very creditable standard.

The examination of the first-year men was almost equally satisfactory, the general proficiency in all subjects but algebra being considerable. In algebra they showed but moderate attainments, only 11 out of 57 gaining E., G., or F.

On the whole, the work done reflects credit on the college.

Twenty-two second-year men were granted 7 first class, 10 second class, 15 third class certificates.

Fifty-seven first-year men were granted 6 first class, 35 second class, 15 third class certificates. There was one failure in the first year.

All the second-year men left the college at Christmas; 5 of them were without situations on the 1st of March 1862; 22 first-year men also left, and all but 5 of these had obtained situations by the same date.

By the account of income and expenditure sent from the office it appears that the income of the last year was 4,318*l.* 4*s.* 1*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| By managers | 934 | 4 | 1 |
| Government grants | 3,374 | 0 | 0 |
| | £4,318 | 4 | 1 |

The ordinary expenditure for the same period for 84 students, 3,957*l.* 9*s.* 2*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition | 1,326 | 12 | 9 |
| Maintenance | 2,079 | 17 | 11 |
| Establishment charges | 550 | 18 | 6 |
| | £3,957 | 9 | 2 |

or 47*l.* 2*s.* 3*d.* per head.

The extraordinary expenditure on buildings, &c., was 82*l.* 3*s.* 6*d.*

The augmentation paid to lecturers was 218*l.*, making the annual subsidy of the Government 3,592*l.*

## OXFORD DIOCESAN (CULHAM).

Inspected in October 1861, by Rev. W. M. Capel and Rev. B. M. Cowie.

List of officers of this college (resident):—

| | |
|---|---|
| Rev. A. R. Ashwell, M.A. | Principal. |
| Rev. W. Pickard | Vice-Principal. |
| Mr. Dunn, Mr. Rowe | Assistant Masters. |
| Mr. Pimblett | Music Master, Normal Master, & Master of Practising School. |

The only change being the substitution of Mr. Pimblett for Mr. Payne, the late normal master.

Mr. Pimblett was a teacher at Peterborough; I reported on his work at that training school last year. He has now entered on new duties. He is painstaking and elaborate, but I thought the lecture we heard wanting in vigour and practical usefulness. It is, however, unfair to judge from the first attempt, Mr. Pimblett having undertaken his present duties since Midsummer.

We found 41 students in their second year of residence, two of whom were schedule students, who would be examined at Christmas with the first-year men; and 26 in the first year of residence: of the whole number, 16 had not been pupil-teachers.

"The amount of vacation is six weeks at Midsummer, one week at Easter, "and from the close of the Government examination in December to the last "Monday in January. This has never been departed from." This gives 80 days, not including Sundays. The other interruptions of the time-table are:—On Church holy days, 14 whole days and 7 half days; two other whole days and 10 half days; making altogether 96 days and 17 half days, exclusive of the two half-holidays in the time-table, viz., Wednesday and Saturday. This statement of course refers to the year 1860, as it was obtained from the Principal at the time of inspection.

The rules laid down for testing the fitness of a student to teach music are :—

1. He must have a tolerably pleasing voice.
2. He must be well acquainted with the elementary parts of the theory of music, in particular the construction of scales.
3. He must be able to sing or play upon some instrument, at sight, a melody of the same degree of difficulty as the ordinary school songs, or a psalm tune.

Thirty-six out of 39 second-year students were on these conditions allowed to take the music paper, and 27 obtained E., G., or F. at Christmas.

Twenty-eight students only were presented for examination at Christmas in first-year subjects; 26 were examined in music, and 11 obtained E., G., or F.

The result of the general examination shows that the second-year men did very well in geography. They obtained very little credit for their religious knowledge; and in arithmetic they only barely escape being considered not to have reached a creditable standard.

The examination of first-year students shows a good standard in Euclid; but deficiency in grammar, history, arithmetic, and algebra.

General result of examination :—

Second-year students examined, 39; 3 first class, 11 second, 17 third class certificates; 8 failures.

First-year students examined, 28; 1 first class, 9 second, 12 third class certificates; 2 schedule; 4 failures.

Forty-two men left the college after more than one year's residence for school work, 31 of whom were placed in situations before the 1st of March 1862, gaining average salaries of 61*l.* 9*s.*, reckoning board and lodging as worth 30*l.* a year.

Two men left after one year's residence, who found situations of 55*l.* a year, estimated as before.

One student left during the year from illness.

The income for 1861 was 2,966*l.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Contribution by managers, exhibitions, &c. - | 320 | 0 | 0 |
| „ students or their patrons - | 173 | 0 | 0 |
| „ Government - - - | 2,473 | 0 | 0 |
| | £2,966 | 0 | 0 |

The Committee of Council pay also 25*l.* augmentation of salary, total, 2,498*l.*

The expenditure amounted to 2,966*l.* 2*s.*, which is analysed thus :—

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition, practising school, books, &c. - - | 969 | 1 | 6 |
| Maintenance, wages, &c. - - - | 1,623 | 15 | 0 |
| Establishment charges - - - - | 373 | 5 | 6 |
| | £2,966 | 2 | 0 |

This, estimated on 69 students, gives an average expenditure per head of nearly 43*l.*

The class-rooms at this college are very ill ventilated, and are positively unwholesome when a large number of students are assembled; and the dormitories, sinks, &c., in the upper portions of the building (internally) were not in a creditable condition of repair or cleanliness when we inspected the college: of this we complained to the committee. There seems to be a divided authority in this department of the management, which results in discomfort and untidiness. Externally the buildings and approaches are in excellent order.

## PETERBOROUGH DIOCESAN.

Inspected by Rev. J. J. Blandford and Rev. B. M. Cowie in October 1861.

| | |
|---|---|
| The Rev. C. Daymond - - | Principal. |
| Mr. J. Thomson - - - | Vice-Principal. |
| Mr. Walker - - - - | Lecturer on Geography, Tutor. |
| Mr. Shockley - - - | Lecturer on Grammar, &c., Ass. Tutor. |

We found in residence 44 students; 23 in the first year, of whom 3 had not been pupil-teachers; and 21 in the second year, of whom 3 had not been pupil-teachers.

| | Days. |
|---|---|
| The vacation lasted from 1st to 30th January - - - | 30 |
| " " 8th July to 24th August - - | 49 |
| " " 15th to 31st December - - - | 15 |
| | 94 |

Nine hours per week are spent in daily service in the cathedral, and there is a half-holiday on Wednesday and Saturday.

The candidates for the music paper are certified by the Principal. "Their "vocal ability is marked by personal observation extending over more "than 120 practices in the year. Every student is taught the theory of "music. To apply this practically in singing school songs, and teaching "them to children, is regarded as the minimum of efficiency."

At the examination in December all the 23 students of the first year took the music paper; and 12, or 52·17 per cent., passed an E., G., or F. examination; of the 21 second-year students, who were all qualified to take the paper according to the test given above, 15, or 71·43 per cent., gained E., G., or F. at the examination.

The subjects in which the first-year students fell below a proper standard were grammar, history, algebra. They gained a creditable position for their training school in geography and Euclid.

In the second year the subjects which seem weak are religious knowledge, grammar, and arithmetic (very weak). In geography and history this training school seems to have done very well.

The general result of the examination was as follows:—

Second year, number examined, 21; result, 9 second class certificates, 9 third class.

First year, number examined, 23; result, 12 second class certificates, 7 third class, 1 schedule; 2 dismissed for cheating at the examination.

Of these students, 18, who left at the end of the year after two years' residence, obtained situations, with an average salary of 58*l.*; the other three were in treaty for schools on the 1st of March 1862. Two of the first year left at Christmas 1861, and obtained situations with average salaries of 50*l.* per annum. One student had to leave during the year, as his scholarship was refused by the Committee of Council.

The total expenditure for the year is returned as 2,353*l.* 16*s.* 8*d.*, of which 23*l.* 3*s.* 6*d.* was for printing and advertising for the building fund; the remaining sum of 2,330*l.* 13*s.* 2*d.* is in the return supposed to be divided by 48, to calculate the cost per student. As I only found 44 in residence, and only 44 are returned as examined at Christmas, I suppose there may have been some students in a preparatory class who are not returned anywhere else. Taking the number 48, the average cost per student is about 48*l.* 11*s.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition, books, &c. - - - - - | 667 | 1 | 10 |
| Cost of maintenance, fuel, lights, &c. - - | 1,379 | 10 | 11 |
| Establishment charges - - - - - | 284 | 0 | 5 |
| | £2,330 | 13 | 2 |

The income is returned as 2,330*l.* 13*s.* 2*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| From subscriptions and grants from Boards - | 397 | 0 | 0 |
| Paid by students (10) - - - - - | 154 | 0 | 0 |
| Paid by Government - - - - - | 1,512 | 0 | 0 |
| Balance paid by Northampton Society - - | 267 | 13 | 2 |
| | £2,330 | 13 | 2 |

In addition to the sum of 1,512*l.*, your Lordships pay as lectureship and augmentation 94*l.* 10*s.*; total 1,606*l.* 10*s.*

At a conference with the committee of managers on the proposed plans for building, it was resolved to defer the question of building for the present.

## WINCHESTER AND SALISBURY DIOCESAN.

Inspected by Rev. W. P. Warburton and Rev. B. M. Cowie in October 1861.

The officers of the training school, reported in previous years, all continued in their offices at the time of inspection. Mr. Johnson, the Vice-Principal, left at Christmas 1861.

The number of students in residence was 24, but only 22 were examined, 11 in each year of residence. Two of the first-year students had not been pupil-teachers.

The amount of vacation is 87 days, and there are two half-holidays every week.

With respect to the method of testing the ability of the students in music, before they are allowed to take the paper, Dr. Wesley writes as follows:—

"The method of trying the candidates adopted here consists of their being required to sing at sight certain things, and such as can play on an instrument exhibit their powers in that way. Those only are rejected who show no ability or promise. This seems more lenient than a well-ordered state of things should permit, but it has been unavoidable hitherto."

Ten out of 11 in the second year, and 10 in the first year, were on these conditions admitted to the examination in music; three in the second year and four in the first year obtained E., G., or F.

The result of the general examination at Christmas shows that the students did not fall below a fair standard in any of the first-year subjects; and that they did themselves great credit in religious knowledge, catechism, Euclid, and school management.

The second-year students were below a fair standard in religious knowledge and music; they deserved special commendation for liturgy and grammar.

General result:—First year, examined 10; first class, 1; second class, 4; third class, 4; schedule, 1. Second year, examined 11; first class, 1; second class, 5; third class, 2; failure, 3.

Of the 11 second-year men who left at Christmas 1861, 10 obtained situations at an average salary of 55*l.* and a house; it was not known (1st March 1862) whether the eleventh man had succeeded in getting a situation.

Six students of the first year left, three of them being private students, three Queen's scholars; one of each class was still without a situation on the 1st of March 1862, ill health being the cause in one case.

The ordinary expenditure was 1,349*l.* 10*s.* 9*d.* on 24 students, at an average cost of 56*l.* 4*s.* 7*d.* per head, viz.:—

| | £ | s. | d. |
|---|---|---|---|
| Tuition, books, &c. | 488 | 18 | 3 |
| Maintenance, wages, fuel, &c. | 738 | 9 | 11 |
| Establishment expenses, rent, rates, &c. | 122 | 2 | 7 |
| | £1,349 | 10 | 9 |

The income is returned as 1,335*l.*, made up thus:—

| | £ | s. | d. |
|---|---|---|---|
| Contributed by managers | 466 | 5 | 0 |
| „ students or their friends | 85 | 15 | 0 |
| „ Government | 783 | 0 | 0 |
| | £1,335 | 0 | 0 |

The extraordinary expenditure has been 4,159*l.* 5*s.* 9*d.* for the erection of a new collegiate building, which was not completed when the inspection took place.

The total contribution to this normal school is 883*l.*, a lectureship augmentation of 100*l.* being given. This is now extinguished, as Mr. Johnson has left.

## WORCESTER DIOCESAN (SALTLEY).

Inspected by Rev. H. W. Bellairs and Rev. B. M. Cowie in September 1861.

Officers of the college:—

| | |
|---|---|
| Rev. W. Gover, M.A. | Principal. |
| Rev. J. Draper | Vice-Principal, Lecturer on Geography. |
| Rev. W. J. Savile, M.A. | Lecturer on Mathematics. |
| Mr. J. Mugliston, B.A. | English Literature and History. |
| Mr. F. Bassett | Music and Drawing. |
| Mr. J. Long | Master of Method and of the Practising School. |
| Mr. C. Sturtevant | Drawing. |

We found 82 students in residence.

In their first year of residence, 36 Queen's scholars, 2 of whom had not been pupil-teachers, and 7 other students, 2 of whom had not been pupil-teachers, in all 43.

In the second or third year of residence, 39 students, all Queen's scholars, 4 of these had not been pupil-teachers.

The periods of vacation during the year 1861:—From 1st January to 30th January, from 12th April to 25th April, from 27th July to 31st August, from 21st December to 31st December. Every Saturday is a half-holiday.

The number of students whom the buildings can hold is 125. Of furnished dormitories there are 112.

The only officer on whom I have not reported before is Mr. Mugliston, of Oriel College, Oxford. This gentlemen gave a lecture on English history, the reign of Henry VII., which was vigorous, comprehensive, and delivered with considerable energy. I consider that Mr. Mugliston will be a very valuable addition to the staff, if the managers are able to retain his services. The other officers continue to discharge their several duties in a satisfactory manner, as I have already described them.

Of 44 students of the first year, 31 were admitted to take the music paper, 6 of whom passed an E., G., or F. examination; of 39 students of the second year, 32 were admitted to take the music paper, and 9 obtained E., G., or F. in the examination.

There is a slight discrepancy in the numbers given in the tables supplied by the office, owing to three cases of illness.

The general result of the Christmas examination shows that the students of the first year passed with considerable credit in religious knowledge, Euclid, and school management; but that they fell below a creditable standard in history, arithmetic, algebra, and music.

The result of the examination of second-year students shows deficiency in religious knowledge and music, and a creditable proficiency in grammar, geography, history, and school management.

Number examined, first year, 44; result, 12 certificates of second class, 28 of third class, 1 schedule, 3 failures.

Number examined, second year, 34; result, 2 certificates of first class, 10 of second, 21 of third, and 1 failure.

Some of the students examined in the first year were probably second-year men re-examined in first-year subjects, for the return of the number of men leaving for situations at Christmas 1861 is given as 38 second-year and 5 first year; of these, 14 and 3 respectively were without situations on the 1st of March 1861, as far as the college records could furnish information.

I should not omit to notice one remarkable entry in the returns from Saltley. Six students left the college on account of the declaration required from Queen's scholars, which binds them to remain National schoolmasters.

Out of 167 certificated masters who have been trained at Saltley up to Christmas 1860, 148 were known to be teachers in elementary schools, seven were dead, two had deserted, one had left, but is repaying the cost of his education, one resigned from ill-health, two are in holy orders, and six were unknown or were without situations.

The income of the year 1861 amounted to 3,621*l.* 8*s.* 7*d.*; the expenditure to 3,581*l.* 3*s.* 1*d.*

The particulars of the income are these:—

| | £ | s. | d. |
|---|---|---|---|
| Contributed by managers, &c. | 421 | 12 | 0 |
| „ students | 184 | 16 | 7 |
| „ Committee of Council | 3,015 | 0 | 0 |
| | £3,621 | 8 | 7 |

The particulars of the expenditure:—

| | £ | s. | d. |
|---|---|---|---|
| Tuition, model school, books, &c. | 1,238 | 8 | 4 |
| Maintenance, fuel, &c. | 1,916 | 15 | 10 |
| Establishment charges | 425 | 18 | 11 |
| | £3,581 | 3 | 1 |

To the amount given above as Government grants must be added 200*l.*, paid to two lecturers, Mr. Draper and Mr. Savile, making the total of Government subsidy 3,215*l.*

## YORK AND RIPON DIOCESAN.

Inspected by Rev. F. Watkins and Rev. B. M. Cowie in May and October 1861.

There had been no change in the staff of college officers during the year, but at Christmas 1861, the Rev. J. Jones, the Vice-Principal, resigned, having obtained another appointment. There were in residence 40 students of the first year, and 38 of the second year, in all 78, of whom 5 had not been pupil-teachers.

The amount of vacation is returned thus:—

85 days, exclusive of half-holidays on Wednesday and Saturday during the remainder of the year.

The mode adopted for ascertaining whether the candidates for the music paper are qualified according to the syllabus is to require them to sing correctly some simple melody, such as the 100th psalm, the teacher of music being the judge. By this test, or by the later test which the Committee of Council established, 26 out of 40 first-year students and 31 out of 37 second-year students were admitted to be examined in music at Christmas 1861. The result was:—first year, 13 obtained E., G., or F.; and second year, 21 obtained E., G., or F.

The general examination of the students gives the following results:—

First year.—The students specially distinguished themselves in catechism, Euclid, and school management; in history and algebra, they fell below a fair standard of proficiency.

Second year.—The subjects in which special credit was gained were grammar and geography. In religious knowledge the standard was below what I have in these remarks adopted as a fair one.

General result:—

First year, number examined, 40; 4 first class, 15 second class, 16 third class certificates; 2 schedule; 2 failures.

Second year, number examined, 37; 6 first class, 17 second class, 12 third class certificates; 2 failures.

One man had to be dismissed for misconduct, which makes up the total 78.

Of the 37 men who left at Christmas 1861 after two years' training, 29 had obtained situations before the 1st of March 1862, at an average salary of 53*l.*; three more were then in treaty with prospect of success. 12 men left after one year's training, 7 obtained situations at an average salary of 45*l.* per annum; 5 were unprovided with schools on the 1st of March 1862.

The income of the college was 3,172*l.* 4*s.* 1*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Contributed by managers and exhibition | 219 | 11 | 11 |
| „ students | 19 | 2 | 2 |
| „ Government grants | 2,933 | 10 | 0 |
| | £3,172 | 4 | 1 |

The expenditure was 3,172*l.* 4*s.* 1*d.*

| | £ | *s.* | *d.* |
|---|---|---|---|
| Tuition, books | 1,038 | 7 | 0 |
| Maintenance, wages, fuel, &c. | 1,745 | 11 | 6 |
| Establishment charges, including practising school | 388 | 5 | 7 |
| | £3,172 | 4 | 1 |

To the Government contribution of 2,933*l.* 10*s.*, must be added 275*l.* paid in augmentation to lecturers, making the total cost to the Government 3,208*l.* 10*s.*, which exceeds the whole expenditure.

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## Model and Practising Schools.

*Battersea.*—The endowed National school of the village is divided into an upper and lower portion, one of which constitutes the model and the other the practising school. Average attendance, 393; payment in upper school 4*d.*, in lower 1*d.* per week.

*Carmarthen.*—The practising school is the boys' National school in the centre of the town. Average attendance, 130.

*Carnarvon.*—As at Carmarthen. Average attendance, 181.

*Chelsea* (St. Mark's).—A large school in the grounds of the college is divided into three parts. The upper part or first division is a model school where the boys receive a superior education, paying 10*s.* 6*d.* a quarter, and consequently they are of a rank in life superior to the boys in most National schools. The second division is a practising school approaching the condition of a good town school. It feeds the upper school. The fee is 7*s.* per quarter. The third is really a National school open to all comers, at 3*s.* 6*d.* and 2*s.* 6*d.* per quarter. This is used as a practising school. Average attendance, first division, 121; second division, 145; third division, 164.

*Cheltenham.*—A school in two divisions attached to the training school, first division called the model school; second the practising school. Average attendance, 73 and 100, and payment from 8*s.* to 2*s.* per quarter, some scholars free.

*Chester.*—A model school and practising school in one The school is attached to the college. The boys pay on the following scale:—20 pay 0*d.*; 20 pay 2*d.*; 20 pay 4*d.*; 60 pay 6*d.*; 46 pay 8*d.*, and 6 pay 1*s.* per week. There are no pupil-teachers. The students teach the boys. The encouragement to remain to a more advanced age is successful. The

boys acquire a great deal of miscellaneous knowledge. Average attendance, 126.

*Chichester.*—The practising school is the central school of the city, one of the old foundations on Dr. Bell's plan. Average attendance, 175.

*Culham.*—A small school on the grounds of the college is used as a practising school. It has not been very successful of late years from special circumstances; some children come from Abingdon two miles distant, and some from the village of Culham. Average attendance, 39.

*Durham.*—Here is a model school attached to the training college. As practising schools two large town schools are made use of, the Blue Coat School and St. Oswald's.

In the model school the fees are 8*s.* and 4*s.* a quarter. The other schools are on the type of ordinary town schools. Average attendance, model, 84; Blue Coat, 161; St. Oswald's, 100.

*Exeter.*—The practising school is the village school of Heavitree. Average attendance, 72. The students also visit as model schools the large schools in the city of Exeter, the Episcopal (average attendance, 190), the Central (average attendance, 118), and the National (average attendance, 106).

*Highbury.*—A model practising school attached to the college. The boys pay 10*d.* a week, (the managers supplying books,) and generally are of a class superior to what would be found in ordinary schools. Average attendance, 184.

*Peterborough.*—A new school built as the practising school of the future college, held in one large room without a class-room. It is a kind of central school for the city. Average attendance, 110.

*Saltley.*—A practising school, about one mile from the college. Average attendance, 105. A fair sample of what a school would be in a manufacturing suburb.

*Winchester.*—The parish school of St. Michael's, in two divisions; one (boys') serves as a model and the other (mixed) as a practising school. The students teach in both. Average attendance, 133.

*York.*—Two schools attached to the college, one a model, and the other a practising school. The model school is furnished with all requisite appliances for a good middle class school. The boys pay 6*d.* and 4*d.* a week. Average attendance, 110. In the practising school the boys pay 1*d.* a week; the average attendance is 90. It is a fair sample of a city school.

I have here described succinctly the model and practising schools attached to the several training schools which I inspect. More minute information in each case may be found (if required) in my previous reports. It remains to consider the subject of these schools as a whole: to lay down, first of all, clearly what is wanted; and then to point out which of these schools (if any) exactly meet the requirements, which fall short of the perfection which can be imagined, and what are the causes which prevent this desirable result.

A practising school should be a school of average condition, in which the students teach under the eye of the master; and its chief object (as far as these young men are concerned) should be to enable them to learn to teach by practical attempts, watched and criticized by an experienced superintendent.

A model school should be a school where the students may see the best methods carried out, and the best results secured. It should be such as they ought to imitate, and would be able to imitate in any place to which they may afterwards be appointed.

The questions which arise are these:—Are the practising schools of our training colleges suitable for the purpose? Do the model and practising schools contain such children as the students will have to teach? Are the methods such as should be imitated in good parochial schools? Are the model schools kept up for the purpose of showing the students in training what an average school in the best condition should be? or are they above or below that average? If above it, is the cause that the managers get a higher class of pupils, in order to make their payments aid the general funds? or is it merely, that the school being good, the children of a class who have no right to the bounty of the State, avail themselves of it, paying the same rates as their poorer neighbours?

The question about *the class* of children admissible to Government help is a very difficult one, from the impossibility of wording a rule so as to include all who are fairly entitled to help, and exclude all who are not entitled.

Under the new system, perhaps, it may be more easy to strike off from the list all children who ought to be educated at their parents' expense. Clearly none who can pay the school-fees should be relieved from their natural liability. But I do not think that any social or political definition will secure this. If effectually done, it will be done by a proviso

which contains some arithmetical test, which no ingenuity can avoid.

It should be remembered that socially it is desirable that schools should be general; not limited to a class; but, financially, it is equally desirable that the public money should not be employed to relieve any of the Queen's subjects from the natural duties which they can fairly discharge.

The British schools are in a great measure schools for the education of the lower middle class, and come under the same description as some of our model schools.

Here are some results collected:—

Occupation of Fathers of Children attending the Model and Practising Schools.

| Name of Model or Practising School. | Employed by others as Foremen, ordinary Artizans, or Servants. | In business on their own account. | In Occupations or Professions. | No Father. | Orphans. | Unknown. | Total. |
|---|---|---|---|---|---|---|---|
| St. Mark's College Upper School:—* | | | | | | | |
| Higher Division | 20 | 47 | 33 | - | - | - | 100 |
| Lower Division | 34 | 36 | 30 | - | - | - | 100 |
| Cheltenham Model School | 10 | 52 | 16 | - | - | - | 78 |
| Cheltenham Practising School | 42 | 36 | 8 | 18 | - | - | 106 |
| Chester Practising School | 64 | 48 | 21 | - | - | 4 | 137 |
| Durham Model School | 30 | 34 | 10 | - | 10 | - | 84 |
| Worcester Practising School | 111 | 18 | 7 | - | - | - | 136 |
| York Model School | 29 | 65 | 17 | - | - | - | 111 |

* 100 pupils taken without selection in each division.

The model schools at Cheltenham, Chester, York, Durham, Highbury, and the upper division of the school at St. Mark's, Chelsea, seem to me rather above the average of National schools; *i.e.*, they are not schools *for the poor* of the several neighbourhoods in which they are placed.

The high rate which the fees may reach, or the superior class of children who attend them are certainly not indispensable for the objects of normal training, and may have a tendency to unfit the students in taste and aptitude for the instruction of the poor. Though I do not think that this is the case to such an extent as to make them look for employment in grammar or proprietary schools, it may tend that way;

but the returns from the training schools show that the tendency is limited.

In the case of Cheltenham, York, Durham, and Chelsea, the model schools are not the only schools; there are practising schools as well, which are of the ordinary type.

The Chester and Durham model, the York model, and the Chelsea upper school, certainly ought not to require aid from the Parliamentary fund. The upper division of the Highbury school should have only the support of pupil-teachers, and no capitation grant.

The schools attached to the other training colleges are parochial, or quasi-parochial, and I do not think that they are otherwise than well adapted to the purpose.

I might perhaps offer the following suggestion of an ideal model school, which would be a great advantage to any training school.

Let a number of children be collected together in an inconvenient room, payments and attendance uncertain, cleanliness disregarded at first, discipline bad, ignorance total. Let this by some model process be transformed, so that in a short time the payments and attendance become regular, cleanliness of person and clothing be enforced till they become the rule, discipline exact, kind but strict, and real progress made in elementary religious knowledge, reading, writing, and arithmetic.

If these changes could be made without the aid of expensive adjuncts, supposed to be necessary to secure a good report from one of Her Majesty's Inspectors, then we should have a really valuable model before the students who had watched the process. It would show what could be done under difficulties, without costly appliances, by judgment, experience, perseverance, and devotion.

Now it is hardly to be expected that such examples should be common, but our present model schools are conducted on the opposite principle. They are generally attended by children who are regular, cleanly, and well clothed. The school-room has every kind of convenient apparatus, and the student has no example before him of difficulties overcome. He sees an excellent, well-ordered school, which is very probably a strong contrast to the first school he has to undertake.

It is well for him to have had such an example as one to aim at, but it does not fit him for grappling with difficulties.

If the managers of training schools could set up a model of the kind I have described—and in some places it might be done—probably the teachers who had seen the successful progress

would have gained a professional benefit which they cannot gain from the present models.

In the case of the Chelsea St. Mark's school only has the income been such as to indicate the possibility of self-support. This is the only case where the managers have returned the practising and model schools as contributing to the college funds, and it must be remembered that there is also an excellent National school of the ordinary type, which is carried on in conjunction with the model school.

I have the honor to be, &c.

B. M. COWIE.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. F. C. COOK, M.A., *on the* CHURCH OF ENGLAND TRAINING COLLEGES *for* SCHOOLMISTRESSES.

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MY LORDS, Privy Council Office.

THE general condition of the training colleges for schoolmistresses, in connexion with the Church of England, has undergone no change of importance since I last submitted a report to your consideration. They were all full of students, by far the greater number of whom were Queen's scholars, when I visited them with my colleagues between the months of April and October last year, and, as will appear in the special reports, they remain, without an exception, under the same general management, and without any material alteration in organization or system. I have still to report that no difficulty has been experienced in obtaining a sufficient supply of duly qualified candidates for admission, nor, up to the date of my last visit, in procuring eligible situations for those who had completed their course of training.

Since the beginning of this year I have received letters from some of the managers informing me that the demand for teachers has considerably decreased of late, and that several students who passed in the last examination are not yet engaged. This is a natural result of the state of uncertainty in which all matters connected with education have been kept by the suspension of the system upon which parliamentary grants have hitherto been distributed. I do not doubt that, whatever may be the issue of discussions now pending, at least an equal number of trained schoolmistresses will be required, nor should I have thought it necessary to call attention to the fact were it not probable that exception would be taken to the statement, which I have still felt it my duty to make, touching the proportion between the demand for schoolmistresses and the number annually supplied by the training colleges.

I am satisfied that all the training colleges for female teachers now in existence will not do more than meet the permanent demand. It must be borne in mind that a much larger number of female than of male teachers must always be required, partly on account of the vast number of small agricultural parishes where it would neither be possible, nor, in my opinion, desirable to employ young men, partly because

in large parishes two female teachers, one for girls and one for infants, are almost always needed; partly too, though to a far less extent than is generally supposed, because a certain proportion of the schoolmistresses marry within a few years after the completion of their training. It may be well to wait a few years before any addition to the present training colleges is encouraged by grants from your Lordships, but when the educational system is expanded so as to meet the real wants of the country, I think it far more probable that enlargements and additions will be needed than that any of the existing colleges should be found too large for the districts in which they are established.

The most urgent want at present is undoubtedly that to which attention has been called by the report of the Royal Commissioners. There is no adequate provision for training infant teachers. The only special provision is a small class in a separate department of the Home and Colonial Institution. It is excellent, so far as it goes, but it is absurdly disproportioned to the extent of the demand which it recognizes, but scarcely professes to meet. The minute of 29th April 1854 works in a most satisfactory manner as regards this class; the attainments which it requires are amply sufficient, and the practical training which it ensures is remarkably good, but no other institution connected with the Church of England has hitherto applied for admission to the advantages which it offers. I do not think it probable that any institutions will do so. The conditions which are imposed by the minute are perfectly reasonable, and indeed necessary to secure the objects at which it aims, but they are incompatible with the organization of any save the largest colleges, and could not be fulfilled in any case save in the exceptional one of the Home and Colonial, without considerable inconvenience and expense. I should be extremely sorry that an experiment which has been entirely successful in that single institution should be given up, but fear that the benefits which it procures will be confined within the narrow limits which it has hitherto reached.

There are, in fact, but two ways in which the supply of infant teachers can be increased to an extent sufficient to meet the want. One has been already proposed by me in a former report. I understand that it has been considered, though not formally sanctioned, by your Lordships, and all the managers of training colleges whom I consulted in the course of last year's tour of inspection were quite disposed to give it a fair trial, though many of them doubted whether the results would be considerable. I proposed that the first year's training should be especially devoted to infant school keeping; that

the students should invariably begin with the youngest children, and not enter the practising schools for girls until they were thoroughly conversant with all points of instruction, method, discipline, &c., which belong to the organization of an infant school. I further recommended that any student who should leave an institution at the end of the first year, should be certified only as competent to take charge of an infant school, or of a small mixed school with a fixed limit as to age and number of children. If this system were generally adopted, I am of opinion that a certain proportion of the students would avail themselves of the opportunity of leaving with the sanction of the managers, and that a small annual supply of infant teachers could be calculated upon with some degree of certainty. Still the supply would be but small, and far from adequate. The students who left at the end of the first year would be in a worse position than at present; only those who were short-sighted, ill informed as to their true interests, or under the pressure of pecuniary difficulties, would generally accept the offer. So far as they do accept it there will be a corresponding diminution in the supply of trained teachers for girls' schools, which, as I have repeatedly stated, and, I think, proved, is insufficient at present; and the managers generally would allow those students only in whose abilities or attainments they felt least confidence, to leave at the end of the first year.

The only way in which, as after long and careful inquiry I am convinced, the want can be supplied, is the establishment of institutions for the special purpose of training mistresses for infant and mixed schools. They could not be properly conducted without a good staff of well-trained teachers, large schools of infants, and children of both sexes under 10 years of age, and all the appliances and means which have for many years been used with most advantageous results in the Home and Colonial Training College.

If, indeed, the establishment of new institutions be held undesirable, there might be a possibility of using some training colleges for masters for this special purpose. If I am not mistaken, a strong opinion has been expressed by some of the most experienced managers, that the existing colleges supply already a larger number of masters than can readily find situations, while it is apprehended that in future the annual demand will fall very far short of the annual supply. If this be the case, it would be a great advantage to all those institutions if one or two in which the managers find it difficult to raise funds, or still more so to maintain an efficient system of organization, were as soon as possible given up for

this special purpose, either under the same management, or if it seem preferable, in connexion with other training colleges. There would be little or no expense in the alteration, no difficulty would be found in procuring situations for most of the officers now employed; while the great and urgent want would be supplied to a very considerable extent.

The adoption of such a system would have many incidental advantages. The institutions might admit persons of some age and experience who at present are necessarily excluded from our training colleges. Pupil-teachers, who are now employed as assistants at the expiration of their apprenticeship, might be and ought to be compelled to pass some time in them. A lower standard of attainments both at entrance and at the close of the year, or even two years, would naturally be required. A thoroughly domestic and motherly tone should pervade the whole institution; and something might be done to meet the wishes of that numerous class of supporters of elementary education, who, justly or unjustly, condemn the existing system as aiming too high, and producing a class of teachers unfit for the drudgery of poor schools.

This suggestion is one which may seem to lie beyond my province, which is undoubtedly to report upon facts which come under my observation, and not to speculate upon what might be the effect of an untried system. I can only say that I have arrived at the result by an exhaustive process, after balancing every alternative which has been suggested, and after full and repeated discussions with the managers of training colleges. It is certain that there is a great want, an unfilled chasm, between the elementary school system which comes under my inspection, and that which deals with the children of paupers and vagrants; and, while a most important part of elementary instruction is that which deals with infants, practically no measures are taken to supply them with proper teachers. I am convinced that there is but one way in which the want can be supplied without detriment to the work now in progress; and I cannot but feel it my duty to record that conviction for your Lordships' consideration.

I proceed to consider certain questions which have lately been raised touching the actual system adopted in the training colleges for mistresses.

There can be no doubt that unfavourable impressions have prevailed in many influential quarters, as to the results of that system. In every report which I have laid before your Lordships, I have taken care to collect facts which might show how far those impressions were reasonable, or founded upon misapprehension and prejudice. Knowing well the

objects contemplated by the founders and supporters of these institutions, and the principles by which the managers and officers are guided in the discharge of their weighty and difficult duties, I felt assured that a searching examination would bring out in strong relief the true and high value of what has been effected, and clear away a vast mass of prejudices; and certainly, had those portions of the Royal Commissioners' report which bear testimony to the good, received equal attention with those which touch the defects, incidental to these institutions, it could not have escaped notice how singularly their statements corroborate the accounts which, from year to year, I have recorded. It was not more than I expected, but it certainly was the utmost that I expected, to find in that carefully prepared and accurate document an unqualified approbation of the system of female training, to find that no recommendations were deemed necessary by persons so competent to form a correct judgment, which at all affect the principles on which the colleges are based, or the relations between them and the Government. I read in that report no complaints that the students are over taught; that their attention is directed to superfluous or inappropriate subjects; that there is any defect in their practical training for their future duties; that their conduct, as reported upon by school managers, or by those who were commissioned to inquire into the general results of each part of our educational system, appears to fall short of reasonable expectations; nor, on the other hand, do I read that the examinations, by which their certificates at the end of their training are regulated, are unsuited to their age, sex, previous education, or future duties. With a slight exception, to which I shall have occasion to allude presently, the papers set to the students, which were carefully read by some, at least, of the Royal Commissioners, appear to have been approved by them. They were, in fact, aware that the authorities of the training colleges, who were most competent to judge of the suitableness of the questions to the abilities of the students, and the attainments which they might reasonably be expected to possess, were entirely satisfied both with the papers and the results of the examination. Considering how difficult it is at once to do justice to the exertions of able and highly educated instructors, and to avoid all appearance of unnecessary display, too much minuteness, or somewhat of pedantry in setting papers on specific subjects, I should not have been surprised had the report of the Commissioners contained traces, at least, of a less favourable impression; and I cannot but feel gratified by the fact that no recommendations are made in that report which

imply that any change of importance can be advantageously made, either in the subjects taught, or in the system by which the proficiency of the students has hitherto been ascertained.

I feel, however, that, notwithstanding that very remarkable attestation of the Commissioners to the value of our system of training, many persons whose position, character, and liberality in the cause of education entitle them to the highest consideration, entertain and openly express opinions more or less unfavourable to the system adopted in the colleges, and still more to the form of examination. In periodical publications which have always advocated the intellectual and religious improvement of the poor, and have been generally unbiassed by popular prejudices, I find charges that the instruction is too extensive, or too minute, or too pedantic, or unsuited to young women of the students' age and condition, or such as has no direct or practical bearing upon their duties as teachers of the children of our peasantry and labouring men. These are points which ought not to be passed by without notice. In my former reports I produced facts which prove that the objections have been borne in mind; but at the present crisis in the whole system of elementary education it seems necessary to discuss each question fully, and to record the conclusion which after many years' experience and careful consideration I believe to be correct.

The course of instruction is said to be too extensive. This is not the opinion of the managers of the training colleges, nor of the Royal Commissioners. The course certainly includes no subject upon which a young Englishwoman who has received a plain but continuous and systematic education may not be expected to be well informed. The only subjects that could possibly be omitted are English history and the higher branches of grammar and geography. I should have no objection to such omission, knowing well that it would practically make little difference in the system, since lectures and reading lessons would in most institutions be so arranged as to bring before the students' minds quite as much information on these subjects as is now recognized in our examinations The omission would be regretted by the most experienced teachers, but if called for by public opinion, or, what is of more consequence, by the opinion of the real supporters of education, the subscribers to elementary schools, it could be made without any serious detriment to the training colleges. I must here be allowed to state that every change which has been made since I have inspected these colleges has tended to contract the range of studies, both as regards the number of subjects and the extent to which each subject is taught, and

that at every tour of inspection I consult the managers upon the possibility of reducing the course within still narrower limits. I do not believe the objection to be of practical importance, nor one which is felt by those who have most opportunities of watching our trained teachers; but I fully admit that it is undesirable to give any pretext for objections which may seriously affect the popularity and indirectly impair the efficiency of the existing system.

I am therefore prepared, if called upon, to acquiesce in the omission of the following subjects:—English history, physical geography, and the more difficult and technical portion of grammatical analysis. I am confident that they may be safely retained; but I do not fear that any serious effects would follow, were they omitted.

A second objection touches the difficulty of the examination papers. It would seem a sufficient answer to this objection that the success of the candidates for several years has far exceeded the expectations of those by whom they were trained, or by whom the papers were set. Of 441 candidates of the first year, 192 were in the first class, 199 in the second, 44 in the third; 4 only were placed in the schedule; 2 only failed. In the second year there have been no failures whatever in colleges under my inspection, while, of 346 candidates, 99 passed in the first, 156 in the second, and 91 in the third class. This result proves that while the more intelligent and well-educated girls obtained a high place in the class list, not even a small proportion found the papers beyond their reach.* Their physical and mental powers are certainly not overstrained. Upon this point I speak confidently and decidedly. It has been with me a matter of most anxious consideration. Had I not been convinced by careful inquiry that the work was really easy I would at any risk have proposed a radical alteration; but the only complaint which has reached me of late from persons connected with the training colleges has been that the papers have been too easy to bring out the attainments of the more advanced students, and to do full justice to the lecturers and governesses.

At the same time I am well aware that the objection to the papers on the score of difficulty is not without a show of justice. I believe that if the last set of papers, which were framed with a full consciousness that they would be looked at with strong prepossession, not to say prejudice, by influential persons, were put into the hands of well-educated individuals

* The two failures were at Truro, an institution lately opened, and not completely organized last year.

not thoroughly conversant with the system on which the students have been trained, the first and strongest impression would be that many of the questions are unreasonably difficult, involving a range of information and powers of mind such as young women are not likely to possess, and are certainly not likely to need. Such was the impression which they made at first upon the Royal Commissioners, whose account of the matter I beg leave to quote. It is strictly accurate, and may be more satisfactory than any explanation which could be given by one so personally interested in the question as your inspector:—

"We have examined a set of these papers issued for females in 1857, and we are not surprised that they should appear liable to the charge of too great difficulty, when looked at by persons not practically familiar with the ordinary teaching in good elementary schools, and not aware of all the circumstances under which the young women are called on to answer them. Such persons are apt to try them by the test whether they themselves, unprepared, could answer them. We believe that in practice this objection of too great difficulty is not found to exist. There are on an average four sections in these papers, each of which contains three questions. The candidates are allowed to answer only one in each section, and three hours are allowed for the paper. The candidates have been previously trained to answer similar questions, and prepared in the subject matters out of which they arise, so that it seldom happens that any one is unable to select some of them, as to which she has the necessary amount of information. Upon the question of difficulty we should certainly be slow to intimate any opinion which might interfere with the discretion of those who have far better means than we have of estimating the presumable capacity and acquirements of the candidates, especially remembering that these are questions put to those who are passing into the office of teachers, and who ought to possess more, and more varied knowledge than they will be called upon actually to impart to their pupils; and that it is desirable to give actually to students who have studied the subjects placed before them with minute care, an opportunity of showing that they have done so."

Charges of less importance are made, in other publications, which may to some extent be correct, and at any rate will be useful to me and to future examiners.

Some of the questions are said to be somewhat pedantic; for instance, it is said that questions upon simple and practical matters, domestic economy, school management, &c., are expressed in language unsuited to the subject, and not likely to be understood by the students. It is useless to argue on a matter of taste. The questions to which objection is made are generally taken nearly verbatim from very useful manuals in which the students have been well drilled; and certainly the last notion which could enter the mind of an examiner would be that of exhibiting his own ability or style of composition in preparing papers on these or any subjects of elementary education; but as to the substance of the questions, I can only say that the students do understand them,

and prove that they do so by answering them correctly and fully.

The remarks of the Royal Commissioners upon the questions which they had under consideration, are undoubtedly of great importance. They say—

"We cannot conceal our opinion that in the character of the questions in every section there is too much of minuteness, too much which appeals to mere verbal recollection, and too little attention to the real importance of the subject matters inquired into. We think that in the questions, whether in Holy Scripture and matters connected directly with religion, or on history, geography, or grammar, it should always be borne in mind that they are addressed to persons who are to be appointed to no higher office than that of teachers of children of the poorer classes."

Such an opinion, coming from such men, must be listened to with deference, nor am I disposed to cavil with the terms in which it is expressed. I must be allowed, however, to say that the minuteness of which complaint is made, is not a fault of carelessness, and certainly does not originate in any desire to give undue prominence to verbal recollection. It is owing to two facts; first, that the students have certain portions of a subject to prepare, and are thoroughly instructed in those portions; and, secondly, that after repeated experiments I have found that definite questions upon matters of fact are less capable of being eluded, and do elicit more complete and satisfactory answers than those which touch the general principles and higher bearings of the subject matter inquired into. It is a question partly of principle, partly of degree. The general opinion of the most experienced instructors is that one of the greatest faults in the modern system has been the neglect in cultivating the memory. It is, I acknowledge, one of the first considerations with me in setting papers to encourage the students to learn thoroughly the subject matter, the text, and the substance of the portions of Holy writ in which they are specially instructed, nor do I find that their answers are less thoughtful, less indicative of a deep interest in the teaching, or vivid apprehension of its practical bearings than formerly, when more vague and general questions gave apparently greater scope for the display of ingenuity or judgment. The remarks of the Commissioners will not be lost sight of in future examinations, and I shall do my best to strike a fair balance between their requirements and the system which a long habit of looking over the answers of students has led me to adopt.

In concluding this part of my report, I may observe, generally, that while certain defects are inevitable in every system, the only question is whether they who are responsible for the work have a clear perception of the nature and extent of

existing defects, of the causes in which they originate, and the means by which they may most effectually be remedied. I can bear witness to the good sense and practical judgment of the managers of these institutions. I do not believe that any persons connected with education have looked upon these matters with less of prejudice or prepossession, while the zeal, energy, and perseverance which they have brought to bear upon the improvement of the students are beyond all praise. If called upon, however, to say what faults continue to give most trouble, and are most difficult of amendment, I should point out a general deficiency in the knowledge and use of language. The students, with many striking exceptions, do not write or speak correctly; their style is vague and inaccurate, often laboured, sometimes pretentious, and but seldom perspicuous, simple, and accurate. This must be attributed chiefly to their circumstances in early life. I feel bound to record my opinion, that one of the greatest faults in elementary schools is the imperfect way in which the children are instructed in their mother tongue. Attention is certainly now directed to this defect, and although the results are far from satisfactory as yet, there is a tendency to improvement. The other general and pervading fault is one of which all the principals and managers are well aware, and which depends also upon previous defects in mental cultivation. The knowledge of all save the best students is superficial, not systematic or complete in any subject, excepting, perhaps, in arithmetic. The best remedy for this is limitation of subjects to be prepared for examination, and although it would be hard to prove that any subject now taught is in itself unsuitable to their age or the position for which they are trained, the advantages of a definite and narrower range of study are so great that I should not feel much regret if a considerable portion of the syllabus were given up. The attention of the students and of their instructors would be then concentrated upon a few good books carefully selected, and the tendency to desultory and incomplete attainment would be effectually counteracted. The examiners must, however, be prepared to meet even stronger objections than are now urged against their papers on the score of difficulty and minuteness. The narrower the range the more perfect must be the mastery of the subject; and if only a small number of works be studied, it is clear that the results can only be tested by an examination so minute and searching as to produce upon those who look hastily over the papers an impression of pedantry, or, at least, of unnecessary refinement.

I have now to consider points connected with practical training. Full justice is done to the zeal and discretion of the managers of these training colleges by the Royal Commissioners (see p. 126 of their report). I have little to add to the detailed account which I have given of the system in many former reports; but the subject is of so much importance that I cannot pass it by without some remarks.

In the case of those students who remain two full years under training, the course is in most institutions complete and thoroughly effective, and the deficiencies which still exist, and to which I have called attention in my special reports, are owing to local and, for the most part, to temporary circumstances which the managers are most desirous to overcome.

In every institution a complete and well arranged course of lectures on school-keeping, on the principles, methods, and details of elementary instruction, is now given by competent and, generally speaking, experienced officers. In two points especially I have to record a steady and continuous improvement. The connexion between principles and practice is made out much more clearly than in former years; great, and in most cases, successful pains are taken to get rid of technicalities, abstract and pedantic terms, a frequent recurrence to philosophic principles, which, of course, underlie all sound and practical systems, but which can never be really comprehended or correctly applied by persons in whom the reasoning faculties have not been systematically developed under circumstances far different from those under which the most intelligent of these young women have been educated. I confess that I entirely sympathize with the feelings of those writers who look with suspicion upon the terminology and philosophical pretensions of several manuals which within the last few years have been published, and which are *supposed* to represent the general tone of educational lectures in our training colleges. I am glad to be able to report that the supposition is unfounded. Those colleges in which the lecturers are men of high education and attainments, are, as might be expected, most successful in getting rid of all appearance of pedantry, but the tendency to a more simple, natural, and practical tone of discussing educational questions is general, and especially observable when the lessons are given by governesses who are themselves conversant with the details of elementary schools. The other point to which I allude is the increased attention which is paid to the manner of teaching the rudiments of education. It is a great mistake to suppose, and

unjust to assert, that this essential matter was ever neglected in our training colleges, but it was at first considered that pupil-teachers who had been engaged five years in instructing young children, required a course which would open their minds, give them juster and clearer views of their duties, and of the principles on which their success as mistresses would depend, rather than minute and systematic training in the art of teaching young children to read, write, and cypher. Experience has taught the managers another lesson. It has been found that the greatest difficulties beset a teacher at the commencement of her work, and that in no subject has more to be done and undone than in these elementary matters. In every training college the necessity of perfect training from the first stage is recognized, in most of them it is carried out with skill and success. In those where the system is most complete the student spends the greater part of the first year's training in the infant school, or with the youngest children in the girls' school, sees every class taught in succession, hears explanations and criticisms of one lesson at least in every stage of progress, and teaches herself under the superintendence of the teacher of method. I do not say that time enough is even now given to this most important part of the students' training. I am of opinion that it may most advantageously be extended in most institutions, and that in some a considerable alteration is needed in order to allow sufficient opportunity for this work. If it cannot be done otherwise I would gladly give up a large part of the subjects required for examination, but it must be admitted by any person who takes care to make himself acquainted with the views and practice of those by whom the colleges for schoolmistresses are conducted that, compared with what has been the case in this country, or elsewhere, the system is now thoroughly practical, and worked with exceeding care.

The schedules prefixed to these reports* will show that I and my colleagues have been favourably impressed by the lessons given in our presence by the second-year students. From these it appears that the average of marks fell little short of good, and that a very small proportion was below fair. We have taken pains to lay great stress upon the practical results, and I have the satisfaction of stating that the highest marks which we have awarded were given to students who were most successful in teaching elementary subjects. I must note especially the lessons on arithmetic at the Home

* *See* Table No. 5. page 271.

and Colonial, where also many students got good marks for lessons in reading and dictation. At the same time the great value of collective lessons on other subjects, especially on geography, grammar, natural history, and matters connected with domestic economy must not be underrated. The minds of the children are opened, their faculties are developed, their judgment is directed and matured, and the strongest impressions are made upon their hearts and consciences by such lessons as for many years I have been in the habit of hearing in many institutions. It is to be hoped that the reaction which threatens to sweep away no small portion of the highest and most beneficial influences which of late years have been brought to bear upon the children of our working men, will not permanently affect or materially interfere with that system of training which, after long experience and repeated trials, has been universally adopted by those who have devoted their lives to the cause. It would be easy to deal such a blow as might paralyze exertions which for years have been made with the full consciousness of an adverse current of popular prejudice, but once overthrown it will be impossible to restore these institutions to the state of efficiency to which they have certainly attained.

In my report for 1860 I gave an account of the result of inquiries which had been instituted by the training colleges concerning the character borne by former students now employed in elementary schools. I am not prepared at present to submit a table of the results to your Lordships, but I may call attention to the very striking and satisfactory facts, collected after a most searching and exhausting inquiry, by the Rev. H. Baber, Chaplain and Secretary of Whitelands.

From that report it appears that of 417 students trained within the last 10 years, no less than 315 are now actually employed in the work of elementary education; 159 are in the schools where they were first placed; 99 have made one change only; 89 are married, and of these 46 have married teachers, 40 still remaining schoolmistresses. In the returns obtained from the clergy and school managers, the numbers who have been marked as excellent or good are:—

261 for personal conduct.
215 „ discipline.
240 „ teaching.
221 „ school management.
224 „ moral influence.

These facts, I have good reason to believe, represent very truly the general results of the work done by our training

colleges. They prove how unfounded are many assertions commonly made. The charges of levity, misconduct, unfitness for the drudgery of school work, extravagance in dress, or other items of expenditure, inability to manage children, either disappear or are limited to a certain proportion of exceptional cases. Had those charges been borne out to any considerable extent by such an inquiry as that to which I refer, or by the investigations of the Royal Commissioners, the existence of our training colleges would have been seriously imperilled, nor would their loss have been contemplated with regret, notwithstanding the enormous sums which have been expended upon them by the supporters of education. The vindication of the character of the mistresses whom they have sent forth ought to remove all feeling of insecurity. If materially damaged by any changes in our educational system these institutions will justly attribute their loss to other causes than internal inefficiency.

Taking the various tests into consideration, we are certain that the attainments of our certificated teachers are sufficient to enable them to teach all elementary subjects thoroughly. We have good reason to believe that their practical training is complete and efficient; the general estimate of their character is proved by the demand, notwithstanding the high salaries which they receive, owing to the present state of the educational market; while the returns made by so large a number of managers prove that such estimate is fully justified by the manner in which the great majority have discharged the very difficult and important duties to which they have been called at an age when the character is scarcely matured, even under a thorough system of educational training.

The financial statement presents some remarkable and interesting results, which, however, coincide very exactly with the opinions which I have expressed in former reports. (*See* tables prefixed to these reports, Nos. 3 and 4, pp. 251, 253.)

The actual cost of training a given number of students is exactly ascertained. In 1860, 844 students were trained for 27,631*l.* 7*s.* 1*d.*; in 1861, 853 were trained for 27,024*l.* 19*s.* $2\frac{3}{4}$*d.* The trifling reduction may be accounted for by a stricter economy in some institutions; but the fact that the expenditure remains stationary upon the whole, and, with very few and unimportant exceptions, unchanged in the several institutions, proves that we may safely calculate upon the conclusion that students may be thoroughly trained at an average cost of 33*l.* The highest average cost at any single institution amounts to 38*l.*, the lowest to 22*l.* I have reason to believe that in the former

case the excess is not attributable to any want of care or good management, and that in the latter case the saving is not effected by any reduction in the dietary ; but taking all circumstances into consideration, I am satisfied that 30*l.* per head in large, and 35*l.* per head in small institutions are sufficient to supply the students with everything requisite for their physical well-being and professional training.

The grants made at present by your Lordships bear a far larger proportion to this expenditure than is at all reasonable or desirable. It is contrary to all principles of administration, contrary to the intentions of those by whom the scale of grants was originally fixed, and I may add contrary to the wishes of the managers and supporters of these institutions, that the Government should contribute 26,247*l.* 16*s.* 9*d.* to meet an expenditure of 27,024*l.* 19*s.* 2¾*d.* Still more unreasonable is the amount in particular instances. In five institutions your Lordships' grants actually exceed the total expenditure ; in one instance the managers have received, in 1861, 552*l.* 6*s.* 11*d.* more than they spent. It is clear that a change is peremptorily called for. I do not say that the money once received upon certain conditions ought to be refunded ; but at least a satisfactory proof should be given that it has been expended upon objects contemplated by your Lordships in making the grants. I am further of opinion, that in future a rule should be made that the total amount of grants at the close of each financial year should not exceed a certain proportion of the total expenditure of any institution, that expenditure being ascertained to be reasonable by reference to the data now before your Lordships.

I must, however, state that the large and increasing amount of your Lordships' grants is owing chiefly to the unexpected and remarkable success of the students at the annual examinations. It was calculated that a certain number of students, perhaps one quarter, would fail, and that a much larger proportion would get low certificates. The success proves the efficiency of the institutions, and reflects the highest credit upon the managers and officers. It proves, moreover, that the education of the young women in the National schools where they were brought up and passed five years of apprenticeship has been substantially good, that a foundation has there been laid upon which a goodly superstructure may be safely raised. Still it is but fair that since a miscalculation has been made it should now be rectified. It cannot be intended, nor is it just, that the grants for certificates shouldexceed the cost of tuition, or that the payments for Queen's scholars should defray all

housekeeping expenses. I should be much grieved if the reduction were made in a form which would at all affect the existing arrangements of these institutions; most strongly should I deprecate any change which would discourage the system of a complete two years' training, which I hold to be indispensable in most cases; nor should I like to see the payments to certificated assistants suspended, since the saving would be inconsiderable and the damage far greater than might at first sight be expected; but a general proportional diminution in the grants for certificates and allowances for Queen's scholars may be made without any risk of injuring the institutions.

I have the honor to be, &c.

F. C. Cook.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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## Special Reports.

### BISHOP'S STORTFORD.

Inspected by me and the Rev. D. J. Stewart in June 1861. 57 Queen's scholars in residence. The same managers as in 1860. Rev. J. Menet, chaplain and secretary, Mrs. Bush (Birch, a misprint, in last year's report), superintendent, three governesses, two schoolmistresses, and a non-resident teacher of music.

The condition of the institution is entirely satisfactory. It has been conducted since its first establishment with remarkable ability, energy, and liberality; but its success, while reflecting great credit upon the committee of management and the subordinate officers, must be attributed in great part to the indefatigable exertions, excellent judgment, and generosity of the chaplain, whose services are virtually gratuitous.

The domestic arrangements are good, the dietary even more liberal than usual. To whatever cause it may be attributable, the consumption of food, which certainly is not wasted, or more costly than elsewhere, very considerably exceeds the average. The health of the students appears to be good and improving; due care is taken to provide them with the means of exercise and pleasant recreation.

The practical training in the art and method of teaching is perfectly satisfactory. In arrangement and organization the practising schools are among the best, if not *the* best, which come under my inspection. The lessons of the students are carefully prepared and superintended. The opinion of the inspector of the district in which nearly all the students formerly trained here are now employed, is, that they are remarkably efficient, good disciplinarians, and good teachers.

The expenditure in this institution bears a higher proportion to the Government grants than in any other for female teachers. The subscriptions are large. It will not be easy to raise an increased amount, as the resources of the diocese have been heavily taxed in building and completing the establishment, and in maintaining it through its first years of difficulty.

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## BRIGHTON.

Inspected by me and the Rev. W. H. Brookfield last April. 46 Queen's scholars and two other students in residence. The Rev. H. Foster, not resident, chaplain and secretary, and Miss Foster, lady superintendent. Miss Harlow, teacher of method, two governesses, two mistresses of the practising schools, a master of music, and one of drawing. Mr. H. Hauxwell, M.A., of Cambridge, gives occasional instruction in arithmetic, and Mr. E. J. Marsall, a certificated teacher, does the same in history.

The general state of the institution appears to be satisfactory. The instruction is methodical, but, we are inclined to think, deficient in energy. The governesses have done their duty, but the want of one person of ability and power, resident in the institution, is much felt. A lecturer or chaplain exclusively occupied with the work of the institution, or a head governess of high qualifications, would appear to be a necessary condition of efficiency.

Mr. Brookfield makes the following remarks upon the music:—

"Forty-six students were divided into three groups, singing respectively 1st, 2nd, and 3rd parts of music, which had been expressly harmonised for exclusively female voices. They sang with sufficient precision to produce an exceedingly pleasing effect. The pitch was very well and harmoniously sustained, without the support of an instrumental accompaniment; so much so, that after singing four verses of a hymn without an instrument they had sunk not more than one quarter of a note. The general impression on our minds was, that the students had been efficiently taught; and that their music is a very salutary exercise as well as, apparently, a very agreeable recreation."

The practising schools are in a fair state of efficiency, and much improved since our last visit. The students go through a very systematic course of training, and will probably give satisfaction to the managers of schools. The reports upon those who have left the institution are for the most part satisfactory, especially as regards their character and personal influence.

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## BRISTOL AND GLOUCESTER.

Inspected by me and Rev. H. W. Bellairs. 80 Queen's scholars in residence, under the same management and superintendence as last year. The Rev. W. Smith, principal, assisted by his brother-in-law, Rev. W. De Lancey Lawson; Miss Manby, matron and head governess; four assistant governesses, one of whom is specially employed as mistress of method; two mistresses of the practising schools; a complete and thoroughly efficient staff.

The building, which has been extended and improved, is in every respect suitable for the accommodation of 80 students.

The professional training is conducted with great care and skill, under the direct control of the principal, assisted by a mistress of method. It is to be regretted that the schools are not attended by a large number of children, their success having stimulated dissenting communities to establish other schools in the neighbourhood. They are, however, well conducted, and the students have sufficient practice and instruction in the art of teaching.

The reports which the committee receive from the managers of schools in which former students are now employed as teachers are highly satisfactory. There can be no doubt that, in addition to a complete and systematic instruction, the students have the advantage of moral discipline, based upon religious principles. Great pains are taken to make them practically conversant with the details of domestic economy, and to repress any tendency to bad taste and extravagance in dress.

The financial condition of the institution has of late been satisfactory, but it has passed through seasons of extreme difficulty, and would scarcely have existed but for great pecuniary liberality in its supporters and judicious economy in management. In fact, the salaries of the officers are small considering their efficiency and attainments, and much valuable work is done gratuitously.

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## DERBY.

Inspected by me and the Rev. J. J. Blandford in June 1861. 42 students in residence under the same management as in 1860. The Rev. J. Latham, B.D., chaplain and secretary, rector of a parish near Derby; Miss Edwards, lady superintendent; three governesses; Miss Bradshaw, who has held the post of head governess since 1851, when the institution was established; Miss Bohmer and Miss Wood, formerly students in this college; Miss Grey, mistress of the practising school; and a teacher of singing.

The condition of the institution is satisfactory. The discipline and the progress in elementary subjects are very good. The lessons given in our presence were sensible, practical, and proved that the students had been carefully and systematically instructed in the art of teaching. The practising school, girls, with a class-room for infants, is well arranged and conducted with ability by Miss Grey, who superintends the students while engaged in class teaching. The reports upon former students now employed in the diocese are favourable; the inspectors speak highly of their character for good sense, good and practical success in school keeping.

The health of the students appears to be good. More time is allowed than formerly for exercise and recreation. They are regularly instructed in household duties, and spend, upon an average, four hours per week in industrial occupations. The needlework is remarkably good. It is examined regularly by a committee of ladies, who give annual prizes for good work.

At a considerable expense the managers have built a very large and handsome lecture-room. The institution is conducted with great liberality in every respect.

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## DURHAM.

Inspected by me and the Rev. G. R. Moncreiff last May. 38 Queen's scholars and one other student in residence. The committee did not admit seven applicants, for whom there was accommodation, wishing to equalise the number of first and second year students. Rev. C. W. King, M.A., chaplain, lecturer, and now principal; Miss Kingston, superintendent; and two governesses, with non-resident teacher of music and drawing, and a mistress of the practising school constitute an efficient staff.

The institution, which was opened in 1859, has been conducted with ability and success; at present the organization is satisfactory, and the work carried on with less pressure upon the teachers. The practising school is well arranged, and the progress, generally speaking, satisfactory. The lessons given by the students were practical and well arranged. The students are carefully instructed in the principles and art of teaching by the chaplain.

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## HOME AND COLONIAL.

Inspected by me and the Rev. J. G. C. Fussell in July and October last. We found 137 Queen's scholars and three other students in residence. The general organization of the institution is the same as in 1860. Two chaplains, of whom one, the Rev. J. J. Evans, acts as secretary, the latter, Rev. W. Fleming, being also lecturer on history; Mr. Dunning, now assisted by Mr. Coghlan, master, or professor of the art of teaching; five governesses, all trained in the institution. Six lecturers of high attainments and abilities assist in the instruction, viz., Mr. Reiner, professor of arithmetic, Mr. May, of music, Mr. Tegetmeier, domestic economy and natural history, Mr. Hassell, assistant training master, and Miss Mills, teacher of drawing. The model schools for boys and girls are conducted by Mr. and Mrs. Coghlan, with two assistants; the infant schools by Miss Blundell; the practising schools under four efficient teachers.

This large and efficient staff is maintained at a considerable expense, and with results which are unquestionably of the highest value both as regards the intellectual progress and the moral and religious training of the students. I can add little to the reports of former years, but it is important to record the continued success of such an institution.

The students consist of two distinct classes; the most numerous receive a general training for the duties of teachers; a class of 30 are trained as infant teachers.

The professional training in both departments is admirable. The principles of the Pestalozzian system are the foundation on which a complete and methodical course of instruction and practical training is carried on. In the model schools the students have an opportunity of watching children from two to fourteen years of age, receiving instruction in every subject from able and thoroughly trained teachers. The mixed schools for boys and girls under Mr. and Mrs. Coghlan are not surpassed by any, they are equalled by very few in the country; the arrangements are ingenious, the organization complete, while the attainments and cultivated intelligence of the children leave nothing to be desired. The infant school, always a main feature in the institution, furnishes a regular supply of well-taught children. We examined these schools carefully in every subject, and found that, though there might be some room for improvement in mechanical details, the results were such as to satisfy all fair requirements. Of the practising schools in which the students are constantly employed under careful and judicious superintendence, one is in a fair, the other in a highly satisfactory state of efficiency, although the external arrangements might be considerably improved were there space for the erection of more commodious rooms. In the model schools a classification according to age might give satisfactory results; in the other schools, which represent very fairly the general difficulties encountered in poor districts, the progress at a given age depends rather upon the attendance, age at entrance, and previous instruction, than upon the really efficient instruction which the children receive in this institution.

The instruction of the students in the usual subjects of examination is perfectly satisfactory. Especial credit is due to Miss Lewis, who, in spite of weak health, has discharged the duties of head governess with the greatest ability, to Miss Chessar, and to Miss Derrick, the chief instructor of the infant teachers' class. In fact, all the governesses, lecturers, and teachers infuse a life, energy, and genial spirit into their work which deserves peculiar commendation.

The lessons which were given by the students in our presence were remarkable for good arrangement, happy illustration, and a clear perception of what children would hear with interest and retain with advantage. The cultivation of the faculties and inculcation of sound principles both of thought and feeling are rightly held as more important than the information which is, however, of intrinsic and practical value. The lessons on natural

history and arithmetic may perhaps be singled out as exemplifying these points.

Music is taught with great success by Mr. May. The singing, in the opinion of competent judges, is remarkably good, considering the time which can be devoted to this subject.

Although the number of students specially trained for infant schools is exceedingly small in proportion to the demand, it should be borne in mind that all the students in this institution pass through the infant department, and that their training is based upon principles most thoroughly exemplified in the education of very young children. If, however, in the progress of our educational system it should be seen fit to offer special encouragement for infant training, the great desideratum of late years, I am certainly of opinion that the Home and Colonial might, with great advantage to the country, devote its attention mainly, if not exclusively, to this point. No other institution has equal opportunities of collecting children in sufficient number, while it stands unrivalled in its success in developing the minds and moulding the character of infants.

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## NORWICH.

Inspected by me and the Rev. Muirhead Mitchell in April 1861. 40 Queen's scholars and nine other students in residence. The same officers as in 1860. The Rev. W. C. Davie, chaplain and secretary; Miss Bunbury, lady superintendent; Miss Schofield, head governess; Miss Sparke and Miss Butler, assistant governesses; two teachers (non-resident) of drawing and music.

The accommodation is not satisfactory for the number in residence. The managers are fully aware of this, and at the time of our visit had determined to erect a larger and more commodious building, if an eligible site could be procured. At a large meeting of the friends of the institution great satisfaction was expressed by influential persons at the results of a careful inquiry which had been made into the conduct and efficiency of teachers trained in this institution. This was the more striking, inasmuch as a strong opinion had been expressed in 1859, that, while the students had been well instructed and carefully trained, their demeanor, and more especially their dress, had not inspired much confidence in the results of their personal influence. The tide of feeling has completely turned, and that owing, not to vague impressions, but to detailed and explicit reports from the managers of all the schools in which former students are now employed.

The instruction is perfectly satisfactory; the governesses have done their work skilfully and most conscientiously. Especial credit is due to Miss Schofield, the head governess, whose energies were overtasked during some years of great and peculiar trials. The second governess is a good example of the benefits of education. At 11 years of age I found her the most intelligent pupil in an excellent agricultural school; after passing through every stage of apprenticeship and training with success, she is now assistant governess in the training college of the diocese.

There are two practising schools: the girls' school commodious and thoroughly well arranged; the infants', a bad set of rooms, but with an able and well trained teacher. The system on which the students are employed in these schools is somewhat peculiar, and appears to be efficient. All the second year students pass six weeks without any interruption in observing lessons, and in teaching every elementary subject. Every lesson is carefully reported upon by a student, and the whole work is superintended by the two mistresses and the head governess. The principal disadvantage is that the first year students have not sufficient opportunity of observing lessons given by the most experienced and skilful teachers. We made some

suggestions which were approved by the committee, to secure a more systematic registration of the students' progress in the art of teaching, and to allow more time for exercise and recreation.

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## SALISBURY.

Inspected by me, the Rev. W. Warburton, and the Rev. E. Douglas Tinling in June 1861. We found 66 Queen's scholars and one other student in residence. Mrs. Duncan, the superintendent since the establishment of this institution, is assisted by the same staff; the Rev. E. Collard, chaplain and lecturer. Miss Barrett and Miss Jackson, governesses; drawing and singing masters, and a mistress of a small model school on the premises.

The students are now employed regularly in the new and well-organized schools lately erected in St. Edmund's parish, about half a mile from the training college. They are superintended and prepared by the mistress, a very efficient and well-trained teacher, under the general direction of the Rev. E. Collard. We inquired carefully into the methods of instruction, and made several suggestions with a view to the more careful preparation of lessons given by the students, more frequent and regular attendance, and a complete system of recording observations upon their conduct in the practising schools, and ability in teaching and managing children.

These schools are spacious, handsome, well arranged, and supplied with proper apparatus, except writing desks in the infant school, which will be put up without delay.

The examination passed by the students at Christmas was very satisfactory. Of 37 first year candidates, 33 were in the first or second class; there were no failures among those of the second year, and a fair proportion of good certificates.

The general tone of the institution is remarkably good. Due pains are taken, and with undoubted success, to impress upon the students the importance of habits in accordance with the station in which they will be placed. They are practically instructed in domestic economy. Careful inquiry has been made into the conduct and general success of students who have left the institution. The results have been very satisfactory, and correspond very closely with those published by the committee of Whitelands.

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## TRURO.

Inspected in April 1861. 24 Queen's scholars and 7 other students in residence. Rev. O. Manley, chaplain; Miss Taylor, superintendent; Miss Wilkinson, governess; Miss Spooner, assistant-governess; Miss Munckton, mistress of practising school; singing is taught by Miss Dunn, and drawing by Mr. Griffith.

The institution is well conducted. The superintendent and head governess have been lately appointed and appear to be well qualified for their respective offices. The students admitted this year are making satisfactory progress; the course of instruction is complete and well arranged.

The organization of the practising schools is still incomplete. There are very few children; the infants and girls are not separated; and the students at the date of my visit had not sufficient opportunity for acquiring practical skill in teaching. A well-trained mistress has, however, been lately appointed; and the committee undertook, upon my suggestion, to open the infant school without further delay. They approved other suggestions tending to increase the time allowed for exercise and recreation, and to secure regular and systematic instruction and training in the art of teaching.

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## WARRINGTON.

Inspected by me and the Rev. W. J. Kennedy in June 1861. 99 Queen's scholars in residence. The principal, the Rev. C. Stubbs, has the general superintendence of lectures on religious knowledge, and method of teaching, and hears part of the lessons. In this duty he is assisted by Mr. Baker, the master of method, who has entire control over the practising schools; he gives lectures on arithmetic, music, &c. Mrs. Baker is the lady superintendent and head governess. Under her there are four governesses holding first-class certificates; masters of drawing and music, not resident; two mistresses of girls' and infants' schools.

The instruction and professional training of the students are conducted with care and ability. The arrangements of the practising school may be much improved, and it is to be regretted that the attendance of girls is not more numerous. The lessons given by the students in our presence were sensible and well arranged. They understand what they teach and teach it well. Some lessons were remarkably good. Upon the whole, this most important department is highly creditable to the officers under whose care it is carried on.

Comparison of the expenditure with that of other institutions indicates a perhaps excessive economy, not as regards the food, which is good and sufficient, but in all the arrangements of the apparatus, house, furniture, and appurtenances. A considerable sum might have been expended last year with great advantage upon the laundry, outhouses, playground, &c. The expenditure fell far short of the annual grants from your Lordships in 1860 and in 1861.

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## WHITELANDS.

Inspected in the summer and autumn of last year by myself and the Rev. J. G. C. Fussell. We found 108 students, all Queen's scholars, in residence. The Rev. H. Baber, chaplain and secretary; Mr. Harris, superintendent; Rev. E. Worlledge; Miss Gillott, head governess, with an efficient staff of assistant governesses, teachers of model and practising schools, continue to conduct the work of the institution with remarkable skill and success.

The results of the last examination agree precisely with those of former years, showing that the success of those students was not owing to any exceptional or accidental circumstances, but may be relied upon as a test of the ability and zeal of their instructors, and as a proof of the general efficiency of the system under which they have been trained from childhood.

The condition of the practising and model schools is generally satisfactory, more especially of the former, in which it has been proved, contrary to a very prevalent opinion, and to the experience of some institutions, that it is possible to give a thorough and systematic education to girls between 8 and 14 years of age, in a school conducted by an able mistress, with the assistance of students in training. I am, however, of opinion that more time may be advantageously devoted to the preparation of the students' lessons, to the superintending them in the schools, and to the criticisms, especially on elementary subjects.

I have to report that the health and physical strength of the students have been remarkably good.

The statement published by the secretary of this institution has been noticed in my general report.* It is a remarkable testimony to the efficacy of the system and the soundness of the principles on which this institution has been conducted for many years.

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* *See* p. 324.

## YORK AND RIPON.

Inspected by me and the Rev. F. Watkins in September 1861. 28 Queen's scholars and four other students in residence. Miss Cruse, superintendent; her sister, matron; two governesses; Rev. G. Rowe, M.A., lecturer in divinity, geography, and arithmetic; Mr. Birchall, drawing and writing master; Mr. Shaw, music master.

The health of the students good; the general tone of the institution very satisfactory. Teachers formerly trained in this institution bear a high character for good sense, practical skill in school management, and religious principles. This is the more creditable to the superintendent and other officers, since the external arrangements have always been inferior to those of other training schools, both as regards the domestic accommodation and the organization of the practising school. With the great additional advantages which will be supplied at Ripon, still more important results may be anticipated.

The reading is good, and the lessons which we heard indicated careful training.

We must especially record our high opinion of the great talent and practical ability of the lecturer, and of the long-continued and meritorious services of Miss Cruse.

REPORT, *for the Year* 1861, *by Her Majesty's Inspector,* MATTHEW ARNOLD, Esq., M.A., *on the* TRAINING COLLEGES *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the Borough Road,* SOUTHWARK, *for Schoolmasters, and at* STOCKWELL, *for Schoolmistresses.*

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MY LORDS, London, February 1862.

IN company with my colleague, Mr. Alderson, I visited in the week commencing the 21st of October last the training colleges of the British and Foreign School Society in the Borough Road and at Stockwell.

New training college at Stockwell.

The training college at Stockwell is a most important addition to the Society's means of operation. Placed in a pure air, in a healthy suburb of London, and in the neighbourhood of Clapham Common, it receives all those young women in training for the office of schoolmistress who were before received in the central institution in the Borough Road; and while it thus relieves that institution of nearly half its number of students, it affords to its own inmates advantages of space, air, exercise, and teaching, which they never enjoyed in their former quarters. The students were transferred here in April last; at my visit in October I found 73 of them in residence, but I am informed by Mr. Wilks that at the present moment he has just summoned into residence the hundredth student, and that the number for which the building was designed is thus complete.

The building is large and handsome, of red brick with stone facings. To one who remembers the crowding in the old institution, the contrast here is remarkable. The dormitories are airy and spacious, and every student has her room partitioned off to herself. Besides the large lecture-hall, capable of accommodating 100 students, there are three large class-rooms (22 feet by 28), and a special school-room for criticism lessons, so that these lessons may be attended by the whole body of students at once, which is impossible when they are held, as at the Borough Road, in a class-room of the practising school. Both the lecture-hall and the class-rooms have fittings of the most complete kind; as an instance of this completeness, I will mention that the *inkstands* were made expressly, at the Potteries, for this institution, on a new pattern which is supposed to be a great improvement on all former ones. The students have for their accommodation out of class-hours a large cheerful day-room, in which every student has a locker to herself to keep her books and materials; they

are also allowed to use the class-room and the criticism-school for private study or recreation. Then they have their exercise ground, three-quarters of an acre in extent, in laying out which with gravel, grass, and garden seats, a sum of 150*l.* was expended. The dining-hall resembles that of a college at Oxford or Cambridge, with its high table at the upper end at which the teachers dine. Finally, there is a large and well-fitted lavatory downstairs, and three bath-rooms with hot and cold water. Every recent improvement in the fitting, draining, and ventilating of public institutions is to be found here.

Practising schools at Stockwell.

Nor has the provision of practising schools been neglected. The long-missing infant school (the want of which has so often been made a reproach to the Society) has at length made its appearance. It consists of three rooms,—the main school-room, with a double gallery, and two class-rooms. The children have two playgrounds, an open and a covered one. There are now 100 in attendance; there is accommodation for 120. The mistress is Miss Ryder.

The girls' school (under Miss Wainright) has 170 scholars now in attendance, with accommodation for 200. The main school-room is an excellent room, fitted with parallel groups of desks, a mode of fitting schools which the experience of Mr. Wilks has from the very first,—even when it was usual to employ a much inferior mode in the schools of the Society—appreciated at its true value. There are two class-rooms, each of them about 20 feet square. The girls have, like the infants, two playgrounds, a covered and an open one; each school has these, as well as its offices and entrances, separate to itself; but they have in common a room fitted as both a lavatory and a dining-room; here the little ones join their sisters at dinner-time. Thus is introduced the plan, universal in the schools of Paris, of enabling the scholars to dine at school, and saving them two journeys in the streets. Perhaps it may be doubted whether, when the fittings are less brilliantly new and clean than at present, the use of the same room as a lavatory and a dining-room will be found to be a good arrangement.

The practising schools will in the present month obtain their due provision of pupil-teachers. The students are employed here in batches of six, each student receiving an amount of practice in these schools which, with the criticism lessons, seems to me to be sufficient, and which is minutely stated, in the case of each student, in the schedules which I have already forwarded to your Lordships.

Teachers in the Stockwell training college.

There is no change in the staff of teachers in the training college (Miss Scott, Miss Rose, Miss Tomlinson, and Miss

Channon), nor in the assiduity with which they perform their functions. Lessons in arithmetic and grammar are given by Mr. Hague, whose services are very useful. Mr. Hague holds a certificate of merit, and has graduated at the London University. The general superintendence of the students, and their instruction in domestic economy, are entrusted to Mrs. Searle. Mrs. McCrae has retired, carrying with her the respect and gratitude of this Society, and, indeed, of almost all the friends of popular education in this country, to few of whom was her name unknown.

The teachers are most comfortably lodged, the matron having a sitting-room to herself, and the other teachers two sitting-rooms between them.

Provision for teaching domestic economy.

Excellent provision has been made for teaching domestic economy. The arrangements of the laundry are really beautiful, and I inspected, with a pleasure which the objects of inspection do not always awaken, the wash-room, the ironing-room, the drying-closet, the wringing-ground, the large and enclosed drying-ground of this department. Here too the students are employed by batches of six. All the ironing and starching are done by them.

A practising kitchen has been provided, but it is not yet in operation.

Training college in the Borough Road: relief afforded to it.

The institution which I have been describing has afforded the greatest relief to the original college in the Borough Road. All the accommodation gained by transferring the young women to Stockwell has been devoted to making the Society's training department for young men more commodious and efficient. The two lodging houses which were permitted to receive a certain number of students have been abolished, and all the young men are now under one roof: for the purposes of superintendence and discipline this is a great gain. But even with these two lodging houses there was formerly accommodation for but 60 young men: there is now (the entire building in the Borough Road being devoted to them) accommodation for 100. When Mr. Alderson and I visited the training college in October, we found 74 students in residence, but every vacancy is now filled. The building has been gutted, and at an expense of 2,000*l.* fitted with dormitories, like those at Stockwell, having every modern improvement. All signs of crowding have disappeared; the students have now four good class-rooms, as well as the lecture-hall, at their disposition, while a very large and handsome dining-room has been made by throwing into the old dining-room a room which formerly went by the name of *the school of design*.

Teachers in the Borough Road training college.

I have to report no change in the staff of teachers, except that Mr. Barkby, formerly a pupil-teacher in the excellent Hill Street British school at Leicester, and last year classed in the first class of the second-year candidates for certificates of merit, is now employed to assist Mr. Fitch, the Principal, in teaching arithmetic, a task which he performs with cleverness and skill. I have so often expressed my admiration of Mr. Fitch's teaching, that I really have no need to express it again. Besides hearing him lecture in some of his old subjects, I this year heard him lecture most sensibly on a new one, the building, fitting, and ventilation of schools.

Testimony has also been repeatedly borne both to the attainments of Messrs. Curtis and Smith in the subjects (history and mathematics) on which they lecture, and to their skill in teaching them.

Lectures.

Perhaps all lectures tend to be somewhat too much of *lectures*, and too little of *examinations* of the pupil in a matter prepared by him. Lectures to young men may be allowed far more liberty in this respect than lessons to boys; but when the hearers of the lectures are young men whose business it will be to give lessons to boys, perhaps this liberty should be exercised more sparingly than in general it is. Both Mr. Alderson and I remarked that the students who taught classes in our presence were perpetually falling into the error of *lecturing too much*. The evil of this habit in teaching boys is that you do not ensure the pupil's learning anything at all; for he listens, or not, as he feels inclined. We had good evidence, in the note-books of the students which we examined, that this evil does not exist in their case; still, were it but as a model for the student to follow in the primary school hereafter, we both think that the training college lecture might with advantage be made somewhat more of an *examination*. It seemed to me that the Principal examined considerably more than either of the lecturers.

The general superintendence of the students is still entrusted to Mr. Saunders, the resident superintendent: it could not be in better hands. Drawing is taught by Mr. Dicksee, as formerly.

Music and physical science as educating agents.

Music is taught by Mr. Murby. The students receive one lesson in the theory, one in the practice, of singing from notes; they are formed for each lesson into two classes. We heard a singing lesson; and here, as in a chemistry lesson which I heard given by Mr. Curtis, I had occasion to remark what I have remarked so often, how music and physical science seem each of them to *awaken* young men of the class to which these students belong; to be capable of "striking the electric chain" in them, in a way in which no other part of their instruction can.

No doubt it is because of this capacity that the civilising power of music has always been famed so highly; for instruction civilises a raw nature only so far as it delights and enkindles it. Perhaps it will be found that physical science has, for such natures, something of a similar power, and that we may well make more use of both agents than we do at present. Undoubtedly no refining influence is more powerful than that of literary culture; but this influence seems to need in the recipient a certain refinement of nature at the outset in order to make itself felt; and with this previous refinement music and physical science appear able to dispense.

Borough Road model schools.

The model schools of the institution, under Mr. Langton and Miss Tomlinson, enjoy a long-acquired and deserved celebrity. Miss Tomlinson's school is still maintained, although superseded by the new girls' school at Stockwell in its function of practising school. The number of hours passed by each student in Mr. Langton's school is shown by the schedules of which I have already spoken.

Health of students.

The medical officers of both training colleges assured me that the health of the students was satisfactory.

Finance.

Returns of income and expenditure similar to those furnished by the Church of England training colleges are now furnished by the training colleges of this Society. Duplicates of those prepared for my information by Mr. Wilks have been already forwarded to your Lordships.*

Results of last examination.

In the same volume† with this report will be found the tabulated results of the examination undergone last Christmas by the students of these two training colleges. At the Borough Road college every student was successful; at Stockwell there were four failures.

I have the honor to be, &c.

MATTHEW ARNOLD.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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* *See* Tables Nos. 3 and 4, pp. 251–3.
† Ibid, No. 5, p. 255.

REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, J. BOWSTEAD, Esq., M.A., *on the* WESLEYAN TRAINING COLLEGE, *Horseferry Road*, WESTMINSTER.

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MY LORDS, February 1862.

IT was a part of my duty during the past autumn to inspect the Wesleyan Normal College at Westminster, in conjunction with my colleague, Mr. Laurie; and I now proceed to report such particulars concerning it as seem necessary to be noticed.

It must be borne in mind that this institution professes to train both male and female teachers; that these two classes of students reside in the same building, and that all the principal officers have duties connected with both departments. Each department, too, contains one set of students who are undergoing a first year's training, and another set who, having passed the first year's ordeal, are engaged in the more advanced studies appropriated to the second year. Thus the institution must always contain at least four distinct classes, requiring separate and simultaneous tuition; and it is easy to perceive that a very considerable staff of teachers must find ample and incessant occupation in annually preparing such a variety of candidates for examination in the different subjects required for a certificate of merit.

## STAFF, &c.

The following is the account, in detail, of the officers, the time table, the text books, and the students of each department.

### OFFICERS.—MALE DEPARTMENT.

Rev. John Scott, Principal.
W. Sugden, Esq., B.A., Glasgow, Head Master.
Mr. Kinton, Lecturer, B.A., London, Literature and History.
Mr. Langler, Lecturer, F.R.G.S., Geography.
Mr. Mansford, Certificated Teacher, B.A., London, Mathematics.
Mr. Pickard, Certificated Teacher Tutor.
Mr. Smetham, Drawing (occasionally).
Mr. West, Music (occasionally).
Mrs. Davies, Matron.
Serjeant Low, Drill.
Mr. Holloway, Model School.
Mr. Bell, Senior Practising School.
Mr. West, Junior Practising School.

## Distribution of Time.

| Days and Hours. | Second Year. | Teachers. | First Year. | Teachers. |
|---|---|---|---|---|
| **Monday.** | | | | |
| 9 to 10 | Practising schools | (Teachers of schools) | History | J. Pickard. |
| 10 to 12 | " " | " " | Drawing | J. Smetham. |
| 2 to 3 | Drawing | J. Smetham | Geography | J. R. Langler. |
| 3 to 4 | " | " | Reading | J. L. Kinton. |
| 4 to 5 | Grammar | J. L. Kinton | Euclid | C. Mansford. |
| 5.45 to 6.45 | Penmanship | J. Pickard | 6.45 to 7.45 vocal music | E. J. West. |
| **Tuesday.** | | | | |
| 9 to 10.15 | Religious instruction | Rev. J. Scott | Religious instruction | Rev. J. Scott. |
| 10.15 to 12 | Criticism lessons for both years | | | W. Sugden, Teachers of schools. |
| 2 to 4 | 1. Chemistry, &c. | W. Sugden | — | — |
| | 2. Mathematics | C. Mansford | Grammar | J. L. Kinton. |
| 4 to 5 | School management | W. Sugden | Penmanship | J. Pickard. |
| 5.45 to 7.45 | Vocal music for both years | | | E. J. West. |
| **Wednesday.** | | | | |
| 9 to 10 | History | J. L. Kinton | Algebra | C. Mansford and J. Pickard. |
| 10 to 11 | Grammar | " | " | " |
| 11 to 12 | Geography | J. R. Langler | Reading, &c. | W. Sugden. |
| 2 to 3 | History | J. L. Kinton | Geography | J. R. Langler. |
| 3 to 4 | 1. Chemistry | W. Sugden | — | — |
| | 2. Mathematics | C. Mansford | Scripture history | J. L. Kinton. |
| 4 to 5 | Scripture history | J. L. Kinton | Arithmetic | C. Mansford and J. Pickard. |
| 5.45 to 6.45 | Vocal music | E. J. West | — | — |
| **Thursday.** | | | | |
| 9 to 10.15 | Grammar | J. L. Kinton | Mensuration, &c. | C. Mansford. |
| 10.20 to 12 | Reading and paraphrasing. | " | Arithmetic | C. Mansford and J. Pickard. |
| 2 to 3 | History | " | School management | W. Sugden. |
| 3 to 4 | 1. Chemistry | W. Sugden | — | — |
| | 2. Mathematics | C. Mansford | Grammar | J. L. Kinton. |
| 4 to 5 | 1. Chemistry | W. Sugden | — | — |
| | 2. Mathematics | C. Mansford | History | J. Pickard. |
| 6 to 7 | Religious instruction to both years | | | Rev. J. Scott. |
| **Friday.** | | | | |
| 9 to 10 | Geography | J. R. Langler | Algebra | C. Mansford and J. Pickard. |
| 10 to 11 | 1. Chemistry | W. Sugden | — | — |
| | 2. Mathematics | C. Mansford | Grammar | J. L. Kinton. |
| 11 to 12 | 1. Chemistry | W. Sugden | — | — |
| | 2. Mathematics | C. Mansford | Geography | J. R. Langler. |
| 2 to 3 | School management | W. Sugden | Practising schools | Teachers of schools. |
| 3 to 4 | Geography | J. R. Langler | " | " |
| 4 to 5 | Log. arithmetic, &c. | C. Mansford | History | J. Pickard. |
| **Saturday** | | | | |
| 9 to 12.30 | Written examinations for both years on alternate weeks. | | | |
| Afternoon | Holiday. | | | |

Total number of days on which the work of the time-table was suspended by continuous vacations, or other holidays during the year ending on 31st December last — 84½

## List of Text Books, 1861.

*Male Students.—First Year.*

Reading.—Herschel's Discourse on the Study of Natural Philosophy; Cowper's Task.

English Grammar.—Morell's Grammar and Analysis.

Arithmetic.—Colenso's Arithmetic.

Algebra.—Colenso's Algebra.

Geography.—Cornwell's Geography, Johnstone's General Atlas of School Geography.

Geometry.—Pott's Euclid, school edition; Lund's Geometry and Mensuration.

School Management.—No text book used.

History.—The Students' Hume.

Vocal Music.—Hullah's Manual; the Training School Song Book.
Religious Knowledge.—The Scriptures; the Wesleyan Catechisms, Nos. II. and III.

*Second Year.*

Reading.—Shakspere's Merchant of Venice; the Coverley Papers from the Spectator; Milton's Paradise Lost.
Grammar.—Latham's English Grammar.
Arithmetic.—Barnard Smith's Exercises.
Algebra and Mathematics.—Todhunter's Algebra; Todhunter's Trigonometry; Heather's Mathematical Instruments; Law's Logarithmic Tables; Colenso's Geometrical Problems.
Geography.—Guyot's Earth and Man; Arago's Astronomy; Hughes' Physical and Commercial Atlas.
History.—The Students' Hume.
Vocal Music.—Hullah's Grammar of Harmony and Exercises.
Physics.—Dr. G. Wilson's Chemistry; Treatise on Natural Philosophy. Collins and Co., No. VII; Sir W. S. Harris's Rudimentary Electricity and Rudimentary Galvanism.
Religious Knowledge.—The Scriptures; the Wesleyan Catechisms, Nos. II. and III.

## Accommodation and Numbers.

1. Number of students which the building is at this time capable of accommodating - - - - 72
2. Number of furnished dormitories - - - - 72
3. Number of students at this time in residence, viz.:—

| | Who have resided | | | | Total. |
|---|---|---|---|---|---|
| | Less than 1 Year. | Between 1 and 2 Years. | Between 2 and 3 Years. | 3 Years and upwards. | |
| 1. Queen's Scholars— | | | | | |
| Who have been pupil-teachers - | 38 | 25 | — | — | 63 |
| Who have not been pupil-teachers - | 1 | 2 | — | — | 3 |
| 2. Other Students— | | | | | |
| Who have been pupil-teachers - | 1 | — | — | — | 1 |
| Who have not been pupil-teachers - | 3 | — | — | — | 3 |
| Total - - - | 43 | 27 | — | — | 70 |

## Officers.—Female Department.

Rev. John Scott, Principal.
W. Sugden, Esq., B.A., Glasgow, Head Master.
Mr. Kinton, Lecturer, B.A., London, History and Literature.
Mr. Langler, Lecturer, F.R.G.S., Geography.
Mr. Mansford, Certificated Teacher, B.A., London, Arithmetic.
Mr. Pickard, Certificated Teacher, Tutor.
Mrs. Akrill, Superintendent.
Mr. West, Music (occasionally).
Miss Baines, Drawing (occasionally).
Miss Cutler, Sewing (occasionally).
Mrs. Davies, Matron.
Serjeant Low, Drill (occasionally).

## Distribution of Time.

| Days and Time. | Second Year. | Teacher. | First Year. | Teacher. |
|---|---|---|---|---|
| **Monday.** | | | | |
| 9 to 10 | Grammar | W. Sugden | Geography | J. R. Langler. |
| 10 to 11 | Geography | J. R. Langler | School management | W. Sugden. |
| 11 to 12 | School management | W. Sugden | History | J. L. Kinton. |
| 2 to 3 | History | J. L. Kinton | Arithmetic | C. Mansford and J. Pickard. |
| 3 to 4 | Analysis of sentences | J. R. Langler | " | " |
| 4 to 5 | Arithmetic | J. Pickard | Paraphrasing | J. R. Langler. |
| 5.45 to 6.45 | Vocal music | E. J. West | Vocal music | E. J. West. |
| **Tuesday.** | | | | |
| 9 to 10.15 | Religious instruction | Rev. J. Scott | Religious instruction | Rev. J. Scott. |
| 10.20 to 12 | Paraphrasing and analysis. | J. R. Langler | Linear drawing | Miss Baines. |
| 2 to 4 | Linear drawing | Miss Baines | Practising schools | W. Sugden and teachers of the schools. |
| 4 to 5 | History | J. L. Kinton | " | " |
| 5.45 to 7.45 | Vocal music | E. J. West | Vocal music | E. J. West. |
| **Wednesday.** | | | | |
| 9 to 10 | Practising schools | Teachers of schools | Grammar | W. Sugden. |
| 10 to 11 | " " | " " | Reading | " |
| to 12 | " " | " " | History | J. L. Kinton. |
| 2 to 3 | Grammar | W. Sugden | Arithmetic | C. Mansford and J. Pickard. |
| 3 to 4 | Geography | J. R. Langler | Scripture history | J. L. Kinton. |
| 4 to 5 | Scripture history | J. L. Kinton | Geography | J. R. Langler. |
| **Thursday.** | | | | |
| 9 to 10.15 | Bookkeeping, &c. | J. Pickard | Analysis of sentences | " |
| 10.20 to 12 | Criticism lessons | Teachers of schools | Criticism lessons | Teachers of schools. |
| 1 to 6.45 | Holiday. | | | |
| 6 to 7. | Religious instruction to both years | | | Rev. J. Scott. |
| **Friday.** | | | | |
| 9 to 10 | Reading | W. Sugden | History | J. L. Kinton. |
| 10 to 11 | Arithmetic | J. Pickard | Geography | J. R. Langler. |
| 11 to 12 | History | J. L. Kinton | Penmanship | J. Pickard. |
| 2 to 3 | Practice in drawing | Mrs. Akrill | Arithmetic | C. Mansford and J. Pickard. |
| 3 to 4 | Penmanship | W. Sugden | " | " |
| 4 to 5 | Geography | J. R. Langler | Grammar, &c. | W. Sugden. |
| **Saturday.** | | | | |
| 9 to 12.30 | Written examinations for both years, on alternate weeks. | | | |
| 1.30 to 3.30 | Needlework | Miss Cutler | Domestic economy | Mrs. Akrill. |
| 3.30 to 5 | Domestic economy | Mrs. Akrill | Needlework | Miss Cutler. |

Total number of days on which the work of the time table was suspended by continuous vacations, or other holidays during the year ending on 31st December last - - - 84½

## List of Text Books, 1861.

### *Female Students.—First Year.*

Reading.—Cowper's Task; Dr. G. Wilson's Five Gateways of Knowledge.

Grammar.—Morell's Grammar and Analysis.

Arithmetic.—Colenso's Arithmetic; Elements of Bookkeeping (Irish Board).

School Management.—No text book used.

History.—Milner's History of England.

Geography.—Cornwell's Geography; Johnstone's General Atlas.

Domestic Economy.—Tegetmeier's Domestic Economy.

Vocal Music.—Hullah's Manual of Wilhem's Method; the Training School Song Book.

Religious Knowledge.—The Scriptures; the Wesleyan Catechisms, Nos. II. and III.

### *Second Year.*

Reading.—Wordsworth's Excursion, book I.; Wilson's Five Gateways of Knowledge.

Grammar.—Morell's Grammar and Analysis; Edwards' History the English Language.

Arithmetic.—Colenso's Arithmetic; Elements of Book-keeping (Irish Board).

School Management.—Currie's Manual of Early and Infant School Training.

History.—Milner's History of England.

Geography.—Guyot's Earth and Man; Hughes' Physical and Commercial Atlas.

Domestic Economy.—Miss Brewster's Manual.

Vocal Music.—Hullah's Manual; the Training School Song Book.

Religious Instruction.—The Scriptures; the Wesleyan Catechisms, Nos. II. and III.

### Accommodation and Numbers.

1. Number of students which the building is at this time capable of accommodating - - - - 52
2. Number of furnished dormitories - - - - 52
3. Number of students at this time in residence, viz.:—

| | Who have resided | | | | Total. |
|---|---|---|---|---|---|
| | Less than 1 Year. | Between 1 and 2 Years. | Between 2 and 3 Years. | 3 Years and upwards. | |
| 1. Queen's Scholars— | | | | | |
| Who have been pupil-teachers | 23 | 8 | — | — | 31 |
| Who have not been pupil-teachers - | 4 | 8 | — | — | 12 |
| 2. Other Students— | | | | | |
| Who have been pupil-teachers - | 4 | — | — | — | 4 |
| Who have not been pupil-teachers - | 3 | — | — | — | 3 |
| Total - - | 34 | 16 | — | — | 50 |

### Lecturers, &c.

It will be seen, from the details given above, that there are two lecturers in this institution who claim grants of 100*l.* per annum each from the Government, as well as two tutors holding first-class certificates of merit, and entitled to 25*l.* per annum each from the public fund. The lecturers are Mr. Kinton and Mr. Langler, of whom the former was so ill at the date of our visit as to be quite unable to lecture before us. We are, however, so well acquainted with his practical ability as a teacher of English literature and history, that we have felt no hesitation in recommending the renewal of the usual grant on his behalf.

Mr. Langler lectured before us on geography, and we have recorded on a separate form our satisfaction with the professional skill which he displayed. Both the tutors, Mr. Mansford and Mr. Pickard, gave lessons in our presence; the

former on algebra and the latter on arithmetic. We made favourable entries on their respective certificates, and have reported concerning them in the usual Form, 39 b.

It is only necessary to add here, that the staff of officers appears to us to be fairly sufficient for the work to be done, and that the individuals who compose it display qualifications of a very high order for the duties which devolve upon them.

## Practising Schools.

We visited all the practising and model schools, five in number, attached to the institution, and heard model lessons given by all the principal teachers. We found these schools in a very efficient state, and we have reason to believe that this part of the work of the institution is most effectually done. The head master, Mr. Sugden, has very kindly furnished me with the following account of the time spent by the students in the various elementary schools, and of the means taken to ascertain that they make profitable use of the models set before them.

"You are, I believe, aware that the managers of this institution have always been anxious to apply to the best advantage the facilities they possess for giving their students a practical knowledge of the details of school management. To this end they have not shrunk from the serious expenditure incurred in carrying on a series of five elementary schools, viz., infant, junior, senior, girls', and model schools. The first four of these are chiefly regarded as practising schools, although the infant and girls' schools are made in part to serve the purpose of model schools. The male students practice class teaching under the superintendence of experienced teachers in the infant, junior, and senior, and the females in the infant, junior, and girls' schools. Criticism lessons are given once a week by the male students in all of them, and by the females in the three practising schools which they attend, while all, male and female, spend an entire week during each year in the model, or in the infant and girls' schools. Entering a little more into detail, I may remark that such lessons as admit of it in the student's course are given by the teachers in the manner recommended for future use in elementary schools; reading, in particular, being thus taught. But besides the practical instruction thus conveyed, one hour a week is given by the head master to each division of students for lectures on this topic; the first year's course embracing chiefly organization, method, and a brief outline of the history and present state of elementary education in England; the second being devoted rather to the elucidation of those general principles upon which all sound and valuable methods ultimately rest.

"The criticism lessons occupy about two hours weekly. The male students are divided into five divisions, and the females into three; and before each division three lessons are given by three students selected in rotation, on subjects fixed previously by the head master. The subjects of the lessons are chosen so as to present specimens in their treatment of simultaneous, class, and individual teaching. The students present in each division are called upon, after the lessons are over, and when they have returned to their own class-rooms, to criticise them as to plan, mode of delivery, &c., taking care to remark both excellencies and defects. After each student in turn has spoken, the head master or other presiding teacher reviews the whole,

correcting false notions on the part of the preceding speakers, as we as pointing out things which may have previously passed unnoticed.

"One half day weekly is spent by each student in one of the practising schools as formerly explained, the teacher of the school occasionally giving model lessons in their presence, and during the rest of the time employing them in teaching large classes under his own close superintendence. The variety of models thus presented has a most beneficial influence in preventing an indiscriminating imitation of any particular style of teaching, and in promoting individuality of character among the students.

"One entire week in each year is spent by the male students in small parties, never exceeding four at once, in the model school; and by the females in the infant and girls' schools, They take no part in the teaching, but their attention is directed by the various teachers to the construction of the school, its organization, the arrangement of the furniture, the methods, &c., and they are also required to make notes of certain lessons, to calculate the usual returns from the school registers, and to present at the close of the week a written account of what they have observed, to the teacher of the school, who values it and reports to the head master. The teachers of these schools hold themselves as much as possible ready to answer any inquiries that the students may wish to make of them."

## Lessons, &c.

We heard three criticism lessons given in the model school, and were present at the discussion which followed. We also heard a lesson given by each student of the second year. The results, which were very varied but decidedly satisfactory on the whole, have already been reported in detail. The whole of the students of both years read before us, and the female students recited certain pieces of poetry which they had previously committed to memory. This double exercise appeared to me to have a very good effect. The mark ultimately assigned to each female student was a mean between the two separate marks for reading and recitation, and I am persuaded that in this manner more exact justice was done to each individual than it would have been possible to do if the result had depended solely upon a single exercise. I am not aware of any sufficient reason why the same plan should not be adopted in the case of the male students; and unless some fatal objection can be urged I should strongly recommend it.

It was evident that the reading and recitation had both received very careful attention, and the results were exceedingly creditable to all concerned.

## Health.

The sanitary arrangements of the college remain unchanged, and I believe them to be quite satisfactory. The health of the students during the past year was very good upon the whole, as will appear from the following statement kindly

furnished for my use by Mr. Parker, the medical officer to the establishment :—

"The health of the students at the Wesleyan Training College, Horseferry Road, has been, on the whole, very good during the year.

"Notwithstanding the severity of the winter, the ailments of the students were comparatively trivial; but as the milder weather set in, cases of influenza, with great prostration of strength were not infrequent, and several of the weakest cases were sent into the country. Diarrhœa cases have been few and mild this summer, the heat never being very intense. At present scarcely any of the students are under medical treatment."

## Accounts, &c.

As instructed by your Lordships, I invited the attention of the authorities of this institution to pages 281, 282, 332, 333 in the last reports made by Mr. Cowie and Mr. Cook, and requested them to furnish me with accounts under the same heads for the present report. They are appended.

## Conclusion.

Without going into further detail, it may perhaps be sufficient to state that this institution appeared to me to be in good working order in all its departments, and to be conducted with the same quiet energy and systematic efficiency for which its management has always been remarkable.

I have the honor to be, &c.

J. Bowstead.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## Appendix A.

Results of Year ending 31st December 1861.

Male Department.

| | Length of Residence. | No. | Average Salary offered to them on leaving the College. |
|---|---|---|---|
| | | | £ |
| No. of students proceeding from college after 31st December last, after - - - - - - | 2 years | 22 | 74 |
| No of students proceeding from college after 31st December last, after - - - - - - | 1 year | 10 | 63 |
| No. of students withdrawn *within* the year ending as above:— | | | |
| For illness - - - - - - - - - | | 2 | — |
| No. of students (excluding those now in residence) received into training since 1852 (date of establishment) - - - - - - - - - | | 319 | — |
| No. of students now known to be acting as teachers of elementary schools in Great Britain - | | 246 | — |

FEMALE DEPARTMENT.

| | Length of Residence. | No. | Average Salary offered to them on leaving the College. |
|---|---|---|---|
| | | | £ |
| No. of students proceeding from college after 31st December last, after | 2 years and upwards. | 17 | 48 |
| No. of students proceeding from college after 31st December last, after | 1 year | 11 | 43 |
| No. of students withdrawn *within* the year ending as above:— For illness | | 3 | — |
| No. of students (excluding those now in residence) received into training since 1852 (date of establishment) | | 215 | — |
| No. of students now known to be acting as teachers of elementary schools in Great Britain | | 148 | — |

## APPENDIX B.

With respect to the accompanying accounts, it is necessary to observe that the income and expenditure of the two departments (male and female) cannot be separated, because they have for the most part one and the same staff of officers and servants, one set of housekeeping appliances, the same practising schools, &c. The average cost per head, therefore, is an average for the students of both sexes, of whom about three-fifths are generally males, and two-fifths females.

### FINANCIAL STATEMENT to 31st December 1861.

| INCOME. | £ | s. | d. |
|---|---|---|---|
| Wesleyan Education Committee | 1,343 | 3 | 11 |
| Fees of 14 students | 261 | 5 | 0 |
| Government exhibitions for 114 Queen's scholars | 2,289 | 5 | 0 |
| Government grants in respect of 108 students examined at Christmas 1860 | 1,658 | 0 | 0 |
| By fees of the model or practising schools | 484 | 12 | 0 |
| By payments for occasional residence | 142 | 0 | 0 |
| | £6,178 | 5 | 11 |

| EXPENDITURE. | £ | s. | d. |
|---|---|---|---|
| Tuition | 1,328 | 10 | 0 |
| Cost of supporting model or practising schools (five) | 999 | 13 | 8 |
| Board of 4 masters, 125 students, and 6 servants | 1,575 | 19 | 6 |
| Washing of 125 students | 190 | 4 | 9 |
| Wages of matron and 6 servants | 194 | 17 | 4 |
| Fuel and lights | 293 | 11 | 7 |
| Water | 32 | 12 | 6 |
| Medical attendance for 125 students | 84 | 5 | 6 |
| Books, apparatus, printing, stationery, postages, and other office charges | 258 | 5 | 4 |
| Rent, rates, taxes, and insurance | 150 | 9 | 9 |
| Replacement of furniture and repairs to buildings | 144 | 10 | 0 |
| Garden, farm, &c. | 67 | 3 | 9 |
| Total | £5,320 | 3 | 8 |
| Special repairs, and furniture | £858 | 2 | 3 |

Average cost per head 38*l.* 13*s.* 8*d.*, calculated on 125 students. This *includes* the net cost of the Practising Schools, which is *excluded* in the table given at p. 253.

REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, W. SCOLTOCK, Esq., M.A., *on the* TRAINING COLLEGE *at* BANGOR.

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MY LORDS, January 1862.

I INSPECTED the normal college at Bangor during the week commencing Monday, 9th September 1861.

In the first place, I beg leave to give the results of the examinations for certificates and Queen's scholarships which were held in December 1860.

Nineteen first-year students sat for certificates, of whom two were placed in the first class, nine in the second, and seven in the third; one was scheduled. In drawing, 10 gained prizes, eight passed in one subject, but I do not find a single student registered as having obtained a memorandum of competency to teach drawing; 12 students took the Welsh paper, of whom 10 were successful.

As it is desirable to know what becomes of the students of a training college after they have passed their examinations, I have appended a list containing their names, together with the schools to which they have been appointed (*vide* Appendix A).

Thirty-two candidates tried for Queen's scholarships; of these 26 had been pupil-teachers, 6 had not been thus trained; the results were as follows:—

| | | |
|---|---|---|
| 9 | pupil-teachers gained | first class scholarships. |
| 12 | „ „ | second „ |
| 1 | non-pupil-teacher | first „ |

Thus 10 failed, of whom five had been pupil-teachers.

Of the 22 who were successful 21 were admitted at Bangor, one (Moses Jones) went to the Borough Road.

The authorities allowed one who had been unsuccessful to enter the college at Bangor.

During the year William Thomas, from Bethesda, left owing to illness; he has, I regret to state, since died. The cause, (as far as I could learn,) seems to have been over-work before entering the college, and too great application, combined with want of exercise, during the time of residence.

The number present at the date of my visit was—

19 Queen's scholars.
1 paying scholar.

Appendix B. contains the names of those in residence, and other particulars.

As the college was not finished at Christmas last your Lordships refused to allow students to remain for a second year, on the ground that adequate provision had not been made for instruction and accommodation. I trust, however, that these obstacles may be removed before another year, for it seems to me most desirable that the greater number, if not all, the students should reside for two years. Many of the students are young, and a year's additional experience would be of no small advantage; moreover, the Welsh language is the native tongue of no few of those who are in residence, and their knowledge of English would be much improved by a second year's course of study. Some of the students come from wild and secluded districts, some from mountainous and outlying places, hence they are wanting in the knowledge of the usages of society; an additional year's training might be useful in remedying this defect. The vice-principal went so far as to hint at a byelaw to compel all who entered the college to reside for two years, except under peculiar circumstances.

On looking at the time-table, I find that no change has been made in the course of study; the staff of teachers also remains the same. The students are divided into two divisions, first and second, the distinction appears to have been made according to the acquirements of the men.

The vice-principal (Mr. Price) instructs the students in most subjects, except mathematics and geography. In my last report I bore witness to his ability as a teacher, more especially of reading; and this year also I have much pleasure in stating that I look upon his services as very valuable to the institution. I was present during his lectures on school management, principles of arithmetic, history, reading, and grammar. To enumerate the excellences of each would be superfluous; but two points I must mention, the one that Mr. Price seemed in an especial manner to have in view the object for which the students were being trained. His lectures were not rhetorical or ostentatious, but such as become a teacher who wishes to enable his hearers to carry out the work of teaching the children of those who gain their daily bread by manual labour. I was also much pleased with the quiet power with which Mr. Price keeps up his authority over the young, an invaluable gift in the case of a resident tutor.

Mr. Jones gave lessons on Euclid, mensuration, algebra, and geography during my visit; the lectures on mathematics and arithmetic were clear and intelligent.

On looking at the results of the examination held at Christmas 1860, I find that in history and geography no students from Bangor were marked *good*. I think that the deficiency in history

may be explained on the grounds that in the mass of Welsh schools history is not taught ; English must be first acquired, and history as a rule is looked upon as an extra subject, which is to be got up when the common things have been mastered. I asked the students in residence what subject they found most difficult, the answer was "history." As regards geography the above explanation does not hold good, and the deficiency must be owing to some other cause.

### Practising Schools.

Having said so much in praise of the institution, I must name one point which is not satisfactory ; I allude to the practising schools. The students go down twice a week, one division on Tuesdays, to teach in school during the morning, in the afternoon to give lessons ; the second division on Fridays, to pursue the same course.

I was present at the lessons given on Tuesday by two of the students of the first division, on Friday at those given by students of the second division. I heard the criticism on the lessons. I would venture to recommend that the students should give lessons during the commencement of their course as well as during the last quarter. Model lessons should be delivered to the children in the presence of the students. I feel aware that this deficiency will be supplied when the model school is built, but in the meantime something should be done to meet the present requirement, and I am sure the matter will have due attention at the hands of the principal.

I have the honor to be, &c.

William Scoltock.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## Appendix A.

### Students who left in 1861.

| Name. | Scholarship. | Certificate. | Came from— | Appointed as Master to— |
|---|---|---|---|---|
| Blake, Wm. Dart | 1 | 1 | Pembroke Dock | Llangadoch |
| Edmonds, Alfred Wm. | 2 | 2 | Newtown | Oswestry |
| Evans, William | 1 | 1 | Holyhead | Holyhead |
| Gretton, Fred. Wm. | 2 | Schd. | Ross | Llantarnam |
| Jones Edward Henry | 2 | 3 | Bowdon | Cwmamman |
| Jones, Evan | 2 | 3 | Dolgelly | Ponterwyd |
| Jones, Thomas | 1 | 2 | Blaina | Brynamman |
| Jones, William | 2 | 2 | Mold | Talgarth |
| Oke, Edward | 2 | 3 | Pembroke Dock | Llanon |
| Rees, John | 1 | 2 | Aberdare | Gelligaled |
| Reynolds, Richard Theophilus | 2 | 2 | Brynmawr | Gofilon |
| Rhys, John | 2 | 3 | Penllwyn | Rhos-y-bol |
| Roberts, John | 2 | 2 | Bangor | Gaerwen |
| Roberts, John C. | 2 | 2 | Denbigh | Aberffrwd |
| Rowlands, Robert | 2 | 2 | Bangor | Llanfachraeth |
| Watkins, Evan | 2 | 3 | Maesteg | Lwydeved |
| Williams, William | 2 | 2 | Lampeter | Llanrwst |
| Jones, Robert } *Not Queen's* { | — | 3 | Lixum | Dwyran |
| Owen, Joseph } *Scholars.* { | — | 2 | Shrewsbury | Talsarn |

## Appendix B.

### Students in Residence in 1861.

| Name. | Scholarship. | School in which Apprenticeship was served. |
|---|---|---|
| Adams, William Bateman | 2 | Swansea |
| Davies, John | 2 | Llanllechid |
| Ellis, Benjamin | 2 | Brynmawr |
| Harris, John | 2 | Blaina |
| Harries, Richard Edward | 1 | Pembroke Dock |
| Hughes, Hugh | 2 | Penrhyn |
| Hughes, William | 1 | Holyhead |
| Hughes, William Jones | 1 | Llangefin |
| Jones, Edward | 1 | Denbigh |
| Jones, Edwin | 2 | Ruthin |
| Jones, Lewis | 1 | Bala |
| Jones, William | 1 | Llanelly |
| Mills, James | 2 | Newtown |
| Paul, Edward James | 2 | Ruthin |
| Radcliffe, William | 1 | Dukinfield |
| Roberts, Ellis | 1 | Bala |
| Thomas, James | 2 | Llanelly |
| Williams, Thomas | 1 | Holyhead |
| Winterton, Joseph Henry | 1 | Cefn Coedeymer |
| Jenkins, Isaac, *not Queen's Scholar.* | — | — |

## Appendix C.

### Account for the Year ending 31 December 1861.

| Receipts. | £ | s. | d. |
|---|---|---|---|
| Amount of annual subscriptions or donations | 57 | 0 | 0 |
| Fees of one student | 8 | 0 | 0 |
| Government Exhibitions for 20 Queen's Scholars | 448 | 10 | 0 |
| Government Grant on account of 19 Students examined at Christmas 1860 | 288 | 0 | 0 |
| From the Neale Fund | 15 | 0 | 0 |
| By collections in chapels for the general purposes of the School | 46 | 9 | 1 |
| | £862 | 19 | 1 |

| Expenditure. | £ | s. | d. |
|---|---|---|---|
| Tuition | 275 | 0 | 0 |
| Board of 21 Students and Servants | 489 | 12 | 0 |
| Washing of 21 Students | 25 | 4 | 0 |
| Fuel and Lights | 27 | 0 | 0 |
| Medical Attendance for 21 Students | 2 | 2 | 0 |
| Books, Apparatus, Printing, Stationery and other office charges | 31 | 9 | 1 |
| Rent, rates, taxes, and insurance | 12 | 2 | 6 |
| Other current expenses not included in the above | 6 | 11 | 0 |
| | £869 | 0 | 7 |
| | £ | s. | d. |
| Average cost per head, calculated on 21 Students | 41 | 7 | 7¾ |
| Other expenses, not being ordinary current expenses:— | | | |
| Addition to salary of Vice-Principal for 1859 and 1860 | 50 | 0 | 0 |
| Expenses of Christmas examination | 5 | 0 | 0 |
| | £55 | 0 | 0 |

### Results for the Year ending 31 December 1861.

| | Number. | Average Salary offered to them on leaving the College. | Remarks. |
|---|---|---|---|
| No. of students proceeding from College after 31st December last, after one year | 20 | £45 | Exclusive of Government Grants. |
| Dead | 1 | — | — |
| No. of students (excluding those now in residence) received into training since 1858 (date of establishment) | 71 | — | — |
| No. of students now known to be acting as teachers of elementary schools in Great Britain | 67 | — | Four died in 1861. |

# Appendix D.

## Time-Table.—July to December.

| Time. | Division. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Saturday. |
|---|---|---|---|---|---|---|---|
| 6.30 to 7 | I. | Reading * | Reading * | Reading * | Reading * | Reading * | Reading.* |
| | II. | Writing † | Dictation † | Writing † | Dictation † | Writing † | Writing.† |
| 7 to 7.30 | I. | Writing † | Dictation † | Writing † | Dictation † | Writing † | Writing.† |
| | II. | Reading * | Reading * | Reading * | Reading * | Reading * | Reading.* |
| 9 to 10 | I. | Grammar * | School | Etymology * | Grammar * | History * | Welsh.* |
| | II. | Euclid † | History * | School Management * | Euclid † | School | Geography.† |
| 10 to 11 | I. | Private Study | School | School Management * | Private Study | Reading * | Arithmetic. * |
| | II. | | | | | School | |
| 11 to 12 | I. | Euclid † | School | Mensuration † | Euclid † | Private Study | Natural |
| | II. | Grammar * | Private Study | | Grammar * | School | Philosophy.† |
| 2 to 2.45 | I. | Reading * | School | Reading * | Examination of | Algebra.† | |
| | II. | Mapping † | Writing † | Mapping † | Books. * | School. | |
| 2.45 to 3.30 | I. | Composition * | School | Writing † | Composition * | Private Study. | |
| | II. | Geography † | Private Study | Arithmetic * | | School. | |
| 3.30 to 4.15 | I. | Mapping † | Drawing ‡ | Mapping † | Music † | | |
| | II. | Reading * | | Reading * | | | |
| 4.15 to 5 | I. | Geography † | | Arithmetic * | | Drawing.‡ | |
| | II. | Composition * | | Writing † | | | |
| 6.30 to 8 | I. | Music † | Principles of | History * | English | Geography.† | |
| | II. | | Arithmetic * | Algebra † | Language.* | History.* | |

| | | | | | |
|---|---|---|---|---|---|
| Reading - - - - 4½ hours. | Arithmetic, Principles of - 1½ hours. | Natural Philosophy - - 1 hours. |
| English Language - - 3½ ,, | ,, Practice - - 1¼ ,, | Dictation - - - - 1 ,, |
| Composition - - - 1½ ,, | Euclid - - - - - 2 ,, | Writing - - - - 2¾ ,, |
| History - - - - 2 ,, | Music - - - - - 3 ,, | Practising School - - 5 ,, |
| Etymology - - - - ½ ,, | Mapping - - - - 1½ ,, | Drawing - - - - 3 ,, |
| School Management - 1¼ ,, | Geography - - - - 2 ,, | Examination of Books - ¾ ,, |
| Welsh - - - - - 1 ,, | Algebra - - - - 2 ,, | Mensuration - - - 1 ,, |

Total No. of days on which the work of the Time-Table was suspended by continuous vacations or other holidays during the year - - 40½

* Vice-Principal. † Tutor. ‡ Drawing Master.

### Text Books.

Morell's Grammar and Analysis.
Curtis's History of England.
Hamilton's ditto.
Gill's School Management.
Morrison's ditto.
Cornwell's Geography.
Hughes's General Geography.
Colenso's Algebra.
Todhunter's ditto.
Potts' Euclid.
Thomson's Euclid.
Cornwell and Fitch's Arithmetic.
Barnard Smith's ditto.
Lawson's Coast Lines.
Currie's Musical Analysis.
Sullivan's Literary Class Book.
Herschel's Discourse on the Study of Natural Philosophy.
Rowland's Welsh Grammar.

### Officers.

| No. | Names. | Where educated. | Duties. | Annual Salary. | Whether Board allowed in addition to the Salary. | Whether a House or Rooms allowed in addition to the Salary. | Whether the Officer resides within the walls of the Institution. |
|---|---|---|---|---|---|---|---|
| 1 | John Phillips - | University of Edinburgh | Principal - - | None. | No. | No. | No. |
| 2 | John Price - | Bala College - | Vice-Principal, constantly employed. | 150*l.* | No. | No. | Yes. |
| 3 | Hugh Jones - | Borough Road - | Mathematical teacher, constantly employed. | 110*l.* | No. | No. | No. |
| 4 | John Edmunds | Borough Road - | Drawing master, employed twice per week. | 15*l.* | No. | No. | No. |

REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., B.A., *on the* ROMAN CATHOLIC TRAINING COLLEGES *at* HAMMERSMITH, *for* SCHOOLMASTERS, *and at* LIVERPOOL *and* ST. LEONARD'S-ON-SEA *for* SCHOOLMISTRESSES.

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MY LORDS,

IN obedience to your Lordships' commands I present a report for the year 1861 upon the three institutions for training Roman Catholic school-teachers.

Their inspection occupied about three weeks in the end of June and beginning of July last. At Hammersmith and St. Leonard's I was accompanied by Mr. J. R. Morell, and at Liverpool by Mr. Lynch, and I believe that the judgment formed by my colleagues upon the several matters under consideration coincided generally with my own.

It is due to the laborious zeal, no less than to the responsible position of the principals of training colleges that the annual inspection should be held at the time of the year selected by them, unless weighty considerations point to another season as more suitable for the public purposes which inspection has in view. Accordingly, in 1861, I was guided by the unanimous wish of the principals in fixing inspection for the end of the second quarter, so that the teachers and students might part for their midsummer holiday, freed at least from one source of anxiety. Reasons, however, are not wanting to give a preference to some later month. For, during the inspector's visit, oral exercises in reading and teaching have to be performed by the students; and in the case of those of the first year, reading cannot be fairly tested and marked at the end of only five months' residence, while the attendance of older students in the practising school should not terminate with the first half of their second year. One of the well-known consequences of an examination, long contemplated, is that at its conclusion the subjects of it are temporarily dismissed from the mind. But reading and class-teaching ought never to be thus treated in a training school. It would seem, therefore, that, on public grounds, the end of the third quarter will be a better time than the end of the second for holding the annual inspection of training schools. It would not then be any hardship to call on the first year's students to show in their reading that they had profited largely from

residence, and the interval between October and Christmas is not perhaps unreasonably long for suspension, on the part of second year's students, of active duty in the practising school.

## Buildings and Accommodation.

No change of fabric has been made. In respect to buildings and accommodation, Hammersmith remains in the same condition as last year. At Liverpool, new dormitories have been fitted up, so as to afford beds for 70 students; and from the ceiling of the lecture-room two large ventilating shafts have been carried through the roof into the open air, effecting a great improvement in the healthfulness and comfort of the students' apartments. At St. Leonard's, a supply of water has been carried into the college; the kitchen was in use during our visit; and the practising school has been refurnished on an improved plan.

At Hammersmith the number of male students presented to us was 23 in the second year of residence, and seven in the first year. At Liverpool there were 26 female students of the second year, and 36 of the first; and at St. Leonard's, 14 students of the same sex in each year of training. Both at Hammersmith and St. Leonard's, less than half of the accommodation was occupied by students. Returns presented by the colleges give the following figures.

| Name of Training College. | Room for | In Residence, 1861. | | Total. |
|---|---|---|---|---|
| | | Queen's Scholars. | Others. | |
| Hammersmith (Male) - | 70 | 30 | 1 | 31 |
| Liverpool (Female) - | 70 | 62 | 1 | 63 |
| *St. Leonard's (Female) - | 60 | 26 | 2 | 28 |

* St. Leonard's returns 35 students as resident in 1861; but no more than 28 were presented to me for the exercise in reading and teaching.

My report of last year contained calculations designed to show that the training colleges, when filled with students, were unlikely to produce a larger supply of teachers than can be absorbed into the service of elementary schools. The estimate rested on two assumptions: first, that Roman Catholic school-rooms, existing or to be formed, were not fewer than 750; and then that the service of elementary teachers would not on the average exceed eight years in length. The first assumption has subsequently been verified by the publication of the returns

presented in 1859 to the Royal Commission on Education, which fix at 743 the number of week-day school-rooms in England and Wales, and at 96 the number of evening school-rooms. When the Roman Catholic schools in Scotland have been added to the one side, and from the other those schools subtracted which are never likely to fall under inspection, there will remain for the employment of trained teachers a field of about the extent assumed. With reference to length of service, such figures as I have been able to collect go to prove that eight years, short as the term may appear, fully represent the actual period so employed.

Upon 31 December 1859 there were actually in charge of schools 286 certificated teachers. In January 1860 there left the colleges, with classes, 59 certificated students ; at Christmas 1859 there passed examination 27 masters and mistresses. Therefore there should have been teaching, in 1860, 372 certificated teachers ; but upon 31 December 1860 there were actually in charge of schools only 301 certificated teachers : so that the loss in twelve months was 71, or 19 per cent., which would give little more than five years as the average duration of a school-teacher's active life.

Again, upon 31 December 1860, there were actually teaching 301 certificated teachers. There left the colleges, with classes, at Christmas 1860, 65 certificated students ; there passed examination, at Christmas 1860, 22 masters and mistresses. Therefore there should have been teaching, in 1861, 388 certificated teachers ; but upon 31 August 1861 there were actually teaching only 355 certificated teachers : so that the loss in eight months was 33, or 8·5 per cent., which would give nearly eight years for the average length of service.

If then the colleges were full, still the supply of trained teachers would not be likely to overstock the market. But the colleges are not full. In 1861, as has been shown, only 122 places out of 200 were occupied. In 1862 the returns are somewhat higher ; still nearly one-third of the accommodation remains empty. Nor is it likely to be filled, since Roman Catholic pupil-teachers, from whom students are mainly or entirely drawn, fall rather than rise in number. On 31 December 1859 there were 809 pupil-teachers in service ; on 31 December 1860 the number had fallen to 780, and on 31 August 1861 to 767. Nothing within my own experience enables me to explain this decrease. I expected that the numbers would be stationary, or nearly so ; but no positive falling-off was anticipated, nor has any occurred in my district. The facts, however, show that there need be no apprehension of an excessive supply of trained teachers, unless, indeed, the

managers of Roman Catholic schools, having command of well-trained persons, should prefer to appoint to schools masters and mistresses of an inferior class, and leave the qualified teachers to seek other positions in life.

### Management and Teaching Force.

At Hammersmith the management has been modified. Early in 1861 the Rev. J. M. Glenie, principal of the institution from its foundation, resigned his post; and, as the vice-principal, the Rev. T. J. Capel, was incapacitated by ill health from taking an active part in the college, it became necessary to appoint new officers. The Rev. J. B. Rowe, well known as the devoted and successful manager of large schools in Drury Lane, is now head of the college, and he is assisted by the Rev. Thomas Graham, a former student and lecturer, now in holy orders. In July last the staff was thus composed :—

| Names. | Place of Education. | Duties. | Salary. | Board. | Lodgings. |
|---|---|---|---|---|---|
| Rev. J. B. Rowe | Cambridge | Principal | None | No | No. |
| Rev. T. Graham | Hammersmith | Vice-Principal | 80*l.* | Yes | Yes. |
| Rev. F. Balston | Oxford | Occasional Lecturer | None | No | No. |
| Rev. E. G. Bassiawe | London University | Occasional Lecturer | None | No | No. |
| R. Walker, Esq. | Oxford | Lecturer | 120*l.* | No | No. |
| Mr. S. Johnson | Hammersmith | Lecturer | 50*l.* | Yes | Yes. |
| Mr. W. Eden | Hammersmith | Master of Practising School. | 25*l.* | Yes | Yes. |
| Mr. J. De Vries | - | Music Master | 20*l.* | Yes | Yes. |
| Mr. C. Clarke | - | Drawing Master | 60*l.* | No | No. |

Since the time of inspection Mr. Johnson and Mr. Eden have been replaced by new masters, but substantially the staff remains as represented above.

It will be observed that Mr. Rowe holds office upon unusual terms. In return for his services he takes nothing, neither salary, nor board, nor lodging; and, on the other hand, he does not sleep in the institution. Nevertheless, for reasons which it would be tedious, and in some respects unbecoming to detail, I believe the arrangement to be the best which circumstances allowed, and I anticipate that Mr. Rowe's appointment will materially promote the usefulness and prosperity of an institution of which the very existence seemed for a moment to be in jeopardy. No doubt the absence of the principal at night throws an extra responsibility upon his deputy; but Mr. Graham, assisted as he is, experiences so far no difficulty in maintaining discipline during the hours of his rule.

During our visit to Hammersmith we were present at a lecture given by the vice-principal to the students of the

second year, upon the arithmetical method of extracting square roots; and also at a lecture by Mr. Johnson to the students of the first year, upon the teaching of grammar. It has not been the custom here to give public criticism lessons, but each of the students has received in private such advice or admonition as the master of method considered him to require.

At Liverpool, under the general direction of the principal, Miss Lescher, head governess, and her three assistants, Miss Hartigan, Miss Bourke, and Miss Barclay, all certificated, are constantly employed in teaching the students, as well as Miss Williams, the matron. Miss Perry (D.) and Miss Lucas (D.) teach drawing, and Miss Tilbury gives lessons in music. The practising school remains in charge of Miss Pottinger.

At St. Leonard's the teaching staff, compared with the small number of students, is strikingly powerful and effective. Under Mrs. Connelly, the principal, and Miss Orr, vice-principal, seven governesses are daily employed in teaching, and it is much to be wished that the classes under their influence were more numerously attended.

### Practising Schools.

The practising schools do not appear to me to be entirely satisfactory. It is my conviction that this branch of the training system requires a larger development than it has yet received. I think that the practising school of every college ought to comprise departments of all such kinds as the students trained there will afterwards be expected to conduct, and that the Queen's scholars ought to be introduced earlier into these schools, and be put through a more varied course of teaching therein. It is not enough, in my opinion, that a college should have attached to it one school-room with a slender attendance of boys or girls. Rather it should afford specimens of the juvenile school, the infants' school, the mixed school, the night school, and perhaps also the Sunday school. Experience gained in such specimen schools during an intelligent attendance spread over not less than six months of each year of training, seems more likely than any other available means to promote the production of sound elementary teachers, and to check a possible abuse of the colleges, whether by persons who might seek their advantages without intention to become primary schoolmasters, or by any weak-minded students who might fancy some knowledge of algebra or Latin to be incompatible with diligence and skill in teaching the rudiments of learning.

A practising school thus organized I have not yet had the pleasure to inspect. At Liverpool there is less defect than in

the other colleges, because the practising school there, though attended by only 100 children or thereabouts, gives an admirable model of a well-organized and thoroughly-taught girls' school; and also because the students are frequently taken to other schools in the town, and thus enlarge their experience by visits to departments of various kinds. Great advantage would accrue from the establishment of a night school under the governesses of the college, but difficulties for the time stop the project. A Sunday school is, I was informed, about to be opened on the premises. At St. Leonard's the practising school is now organized in three divisions, and considerably improved in fittings. Though admitting boys as well as girls, and attended also by some boarders, it has but few scholars altogether. Both here and at Hammersmith the registers failed to show that scrupulous exactness which is essential in a model school. The attendance at the Hammersmith practising school is larger than formerly, and the age of the scholars seems likely to advance. The new principal is determined to secure its efficiency.

Special instructions directed enquiry to be made into the terms of admission into model schools, which in some places exhibit a tendency to rise into middle schools. The colleges which I visit appear free from blame in this matter. At Hammersmith the fee is one penny per week, and at Liverpool fourpence. At St. Leonard's the few children of the labouring class are admitted on easy terms, and of the boarders only one pays the 20*l.* nominally demanded, but practically reduced to the sum which parents can afford. These boarders indeed form nearly the whole of the first class, but the town children are excluded from it only by their backwardness in knowledge.

### Trial in Teaching.

At Hammersmith, by the principal's wish, the trial of the students in teaching was conducted on the plan sketched in my last report. Four students of the second year were introduced together into the practising school. Two of them were set to teach classes, while the other two prepared lessons. Every one of them gave four lessons before us of fifteen minutes each. All were required to take reading, writing from dictation, and arithmetic, but the subject of the fourth lesson each was left free to choose for himself. The results were very satisfactory to Mr. Morell as well as to me. We obtained evidence that the second year's students had been well practised in teaching the elementary branches, and that all of them, in varying degrees, had attained facility and aptitude in prose-

cuting the fundamental work of the schoolmaster. I was gratified to learn from the principal that he had found the preparation for the ordeal highly useful in limiting the view of certain ambitious students, and in giving a fixed definite aim to the school-practice of all of them.

At Liverpool the trial lessons were given before Mr. Lynch and me, partly in the practising school, partly in the St. Peter's infants' school, Seel Street, and partly in one of the college lecture-rooms, to which, in the afternoon, classes of children were brought from the town schools, and, in the evening, a set of young pupil-teachers and candidates for apprenticeship. Many of the lessons deserved high marks, and the management and teaching of the infants were extremely interesting and skilful.

The teaching at St. Leonard's was interrupted by thunderstorms of unusual violence. Several of the students displayed great self-command, but the children, of course, were considerably distracted. Moreover, it was the same class to whom nearly all the lessons had to be addressed, because the second class was not advanced enough for the purpose, and the infants were too few to place upon the gallery. Terrified by lightning, wearied with lessons, and confined in their school by heavy rain, the children scarcely offered to the students a fair opportunity for the exhibition of their full powers. Some allowance had to be made for this drawback. Nevertheless, the methods appeared susceptible of improvement in certain particulars, which I pointed out to the mistress of method. In the appendix will be found a paper on the use of the practising school at St. Leonard's, kindly furnished by Miss Hunt.

### Reading.

The reading of the second year's students at Hammersmith displayed great improvement, which, however, was more marked in the poetry than in their prose reading. The "Merchant of Venice" had been carefully got up, and evidently under a skilled master of elocution. This exercise was extremely well done, and, had the prose reading proved equally good, would have deserved very high marks. Both in the first and second year there was abundant evidence that great attention had been paid to reading.

The Liverpool students recited poetry and read prose better, I think, than in any earlier year. Some recitations at the close of the inspection were excellent.

The Milton of the second year's students at St. Leonard's was not successfully delivered. The tone and manner and

appearance of the young women formed so striking a contrast to the powerful passages selected by them for recitation from the second book of "Paradise Lost," that scarcely any other result could be expected. The failure was not redeemed by any special excellence in the prose reading. Fairly good will perhaps describe the general result.

## Singing.

In all the colleges vocal music is cultivated. At Hammersmith the students sang "The Red Cross Knight" and other pieces with vigour and precision. At St. Leonard's some difficult sacred music was well executed, and the Liverpool students seem to be familiar with an endless collection of school songs set to appropriate airs.

## Distribution of Time.

The time tables presented by the colleges show the hours allotted in a week to the various subjects of instruction. The particulars are here collected.

Analysis of Time Tables for One Week.

| Subjects. | Hammersmith, Students of | | Liverpool, Students of | | St. Leonard's, Students of | |
|---|---|---|---|---|---|---|
| | 2nd Year. | 1st Year. | 2nd Year. | 1st Year. | 2nd Year. | 1st Year. |
| | Hours. | Hours. | Hours. | Hours. | Hours. | Hours. |
| Religious Knowledge | 4 | 4 | 8 | 7½ | 9 | 9 |
| Reading | 2 | 2 | 1 | 2 | 3 | 3 |
| Writing | 1 | 1 | 1 | 2 | 1½ | 2½ |
| School Management | 5 | 2 | 14½* | 3 | 4 | 2 |
| Grammar | 2 | 2 | 3½ | 4½ | 5 | 4 |
| Mathematics and Arithmetic | 6 | 8 | 3½ | 5 | 5 | 5 |
| History | 2 | 2 | 4 | 4½ | 3 | 3 |
| Geography | 2 | 2 | 4½ | 4½ | 2½ | 3½ |
| Music | 3 | 3 | 2 | 2 | 2 | 2 |
| Drawing | 3 | 3 | 3 | 3 | 2 | 2 |
| Written Examination | 7 | 7 | 3 | 3 | 4 | 4 |
| Private Study | 19† | 17† | 12 | 12 | 6 | 6 |
| Domestic Economy | — | — | 5 | 17½‡ | 3 | 4 |
| Needlework | — | — | 4½ | 4½ | 3 | 3 |

* Each student is in the practising school on an average for three hours per week from January to October.
† The hours allotted to private study are distributed over the different subjects.
‡ The students go in parties of six to the kitchen and laundry between 2 and 4.30 p.m. from January to July.

The work of the time-table was suspended in the course of 1860, at Liverpool for 66½ days, and at St. Leonard's for 50 days.

The best text-books are employed in all the colleges.

### Accounts.

The accounts of the Hammersmith college are now kept in an exact and systematic manner; and they are audited quarterly by the Lord Petre and the Rev. James O'Neal. Every liability incurred up to 1 April 1861 was cleared off at that time; and from week to week the financial position of the institution is now accurately known. The books are accurately kept, and all bills regularly paid. It was a stipulation made by the new principal on accepting office that this necessary reform should be effected. In accomplishing it, the Catholic Poor School Committee have drawn largely upon their funds, and by their liberalty and decision have afforded the best evidence of the importance attached by the representatives of Roman Catholic opinion to the maintenance of a seminary for the training of schoolmasters. For the year 1861 the expenses are altogether abnormal and excessive; but the pressure has been surmounted; and from the beginning of 1862 order and regularity will prevail in the accounts. Nine months only of 1861 are covered by the financial return printed in the Appendix.

Upon the Liverpool accounts I have nothing to add to the remarks of last year. The same system is maintained.

At St. Leonard's separate accounts are now kept. It would be well, I think, that they should be audited once a year.

### Queen's Scholars of Christmas 1861.

On entering upon his charge at Hammersmith, Mr. Rowe felt dissatisfied with the small number of students and the extent of unoccupied room. He soon determined, as the best means of securing a good scholars' list at Christmas, upon opening a preparatory class, and admitting into residence well recommended youths, ex-pupil-teachers, and others, to study for the scholarship examination. He appointed masters for their instruction and afforded them ample facilities for learning. The result has not disappointed him. The preparatory class presented 27 candidates, of whom 23 succeeded in gaining scholarships, 10 in the first class and 13 in the second. Besides these, 24 other candidates competed, and 18 of them were successful, two appearing among the first class scholars, and

16 with the second class. Thus Hammersmith has, for 1862, forty-one Queen's scholars of the first year; and there is a fair prospect of filling the college with students. The happiness, indeed, of those now in residence, and their grateful affection towards the college authorities have already become widely known; and in future I anticipate no lack of candidates for admission.

The failures among male candidates had last year reached 13 out of 20, or 65 per cent.; this year they were but 8 in 36, or 22 per cent. For the first time their general success surpassed that of the female candidates, among whom 27 in 79, or 34 per cent., failed to obtain scholarships. I must repeat that no candidate, of either sex, possessing average ability and application, ought to fail in the scholarship examination.

## General Results.

What the colleges have already done towards supplying elementary schools with trained teachers is summarized in the subjoined table:—

| Name of Training College. | Students left on 31st December 1861. | | Average Salary offered. | Total Number trained. | Number acting as Elementary Teachers in Great Britain. |
|---|---|---|---|---|---|
| | After one Year. | After two Years. | | | |
| | | | £ | | |
| Hammersmith | 0 | 22 | 60 | 65 | 46 |
| Liverpool | 6 | 25 | 30 and lodgings. | 145 | 117 |
| St. Leonard's | 4 | 13 | Not known. | 71 | 60 |
| Total | 11 | 60 | | 281 | 223 |

Of trained students not actually teaching, the following account is given:—

| Name of Training College. | Dead. | Emigrated. | Teach Upper Schools. | Propose to teach. | Retired, &c. |
|---|---|---|---|---|---|
| From Hammersmith | 5 | 1 | 4 | 3 | 6 |
| „ Liverpool | 6 | 2 | 5 | 5 | 10 |
| „ St. Leonard's | 0 | 0 | 7 | 0 | 4 |
| Total | 11 | 3 | 16 | 8 | 20 |

The whole number of certificated teachers employed in Roman Catholic schools upon 1st August 1861 was 355. It

will be seen that the training schools have contributed a very large proportion of them; and I avow my firm belief that the extension and improvement of popular education depend, more than upon anything else, upon the secure maintenance and prosperous condition of these institutions.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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## APPENDIX A.

### REPORT of the SECOND YEAR STUDENTS' TEACHING in the PRACTISING SCHOOL at ST. LEONARD'S-ON-SEA.

The great object in our preparation of the students for their arduous duty of teaching, is to give them, in the first place, those general principles on which all school management is founded; and, secondly, to afford them opportunities for the practical development of such principles, without which no amount of theory would be availing. This has been done as far as possible without interfering with the course of lectures; and by attention to the immutable laws of government and order, the students ought to be able with facility to apply on a more extended scale, when they come in contact with large masses of children in the course of their future scholastic life, what they have learnt in the miniature practising school of St. Leonard's. After they had entered upon the second year's course of study, each student used formerly to take charge of the practising school for about a fortnight: all this time she had complete control of the children, under the supervision of the mistress of method and the assistant. They prepared and gave lessons to each of the classes daily, thus coming in personal contact with all their pupils, and with minds in every stage of development. Twice during the period of each student's government all the others of the second year accompanied the mistress of method to the school, where they either heard a model lesson given by her, or the lesson marked for the hour given by the student in charge. In the latter case the criticism followed immediately. This, of course, is of two kinds; first, the criticism of the *methods*; and, secondly, that of *school management*. Under the first head the students were, before leaving the lecture-room, told to observe these and other equally practical points:—1. Arrangement of the subject; 2. Illustration; 3. Language; 4. Tone of voice; 5. Manner; 6. Skill in keeping the class active and attentive; 7. Total results. (General defects are made the subject of special notice and criticism until improvement is perceptible.) Upon returning to the lecture-room each student has been called upon to state what she has observed praiseworthy or defective in the lesson, especially in reference to the point allotted to her, and afterwards upon the whole school business of the day. Having heard what each had to say, the mistress of method, after adding her remarks on these points, goes systematically through the following, which, it will be observed, bear particularly on *school management*:—

1. The arrangement of lessons for the different divisions and classes; the harmony and order that should subsist between them.

2. The distribution of the teaching power; the lessons delegated to the pupil-teachers, and those reserved to be given by the mistress herself.

3. The supervision of the pupil-teachers.

4. The manner of correcting the faults of the children.

5. The discipline of the school; use of signals; physical exercises; registers, &c.

6. The spirit of the school while under her guidance, as indicating her character and power as a teacher, ("As is the teacher, so are the pupils"). During the current year three or four students have taken charge of the different divisions of the school for one day only at a time; and for three weeks all the second year students have attended the practising school to hear the one in charge teach, and to witness the working of the school. Besides this, they accompany the mistress of method once a week to overlook the sweeping and cleaning of the room; the arrangement of the maps and pictures; inspection and correction of copy and dictation books; and supplying the class boxes for the next week's work. The criticism lessons are continued as before. This plan is to be continued, with two additional hours each week for model and criticism lessons, at which the first year students will be present as spectators only. This will fit them for their practical exercises in the following year. The student in charge is in the school during the *whole* school day, as by this means she is practised in admitting and dismissing the pupils, dealing with late comers (if any), admitting and examining new scholars, testing the various little methods approved for giving out bonnets, &c., before dismission.

## Appendix B.

### Financial Statement for the Year 1861.

INCOME.

| | Hammersmith, for 9 months. | Liverpool, for 12 months. | St. Leonard's, for 12 months. |
|---|---|---|---|
| | £ s. d. | £ s. d. | £ s. d. |
| Balance from 1860 | — | 27 5 4 | 2 12 0½ |
| Annual subscriptions or donations | — | — | — |
| Grants from Catholic Poor School Committee | 1,750 0 0 | 247 0 0 | 203 0 0 |
| Fees of students paid by themselves | 5 15 4 | 70 5 2 | — |
| " " paid by patrons | — | — | 283 13 9 |
| *Government exhibitions for Queen's scholars | 339 5 0 | 1,011 10 0 | 501 10 0 |
| †Government grants for students examined at Christmas 1860 | — | 727 6 8 | 409 0 0 |
| Fees of practising school | 21 16 9 | — | — |
| Sundries | 65 10 4 | 306 13 9 | 496 18 0 |
| £ | 2,182 7 5 | 2,390 0 11 | 1,876 13 9½ |
| *Number of Queen's scholars | 30 | 62 | 30 |
| ‡Numbers of students examined | — | 61 | 32 |

Note that in the first quarter of 1861, the Catholic School Committee contributed 1,233*l.* 2*s.* 3*d.* to Hammersmith, in addition to the sum entered above, viz., 319*l.* 18*s.* 9*d.* towards current expenses from Christmas 1860 to Lady-day 1861, and 913*l.* 3*s.* 6*d.* in settlement of all liabilities upon the college up to the 1st April last. The Government grant for students examined at Christmas 1860, and the first quarterly allowance for Queen's scholars, were devoted to the same purpose.

Note also that the item "Sundries" at Liverpool and St. Leonard's includes the estimated value of gratuitous services.

EXPENDITURE.

| | Hammersmith, for 9 months. | Liverpool, for 12 months. | St. Leonard's, for 12 months. |
|---|---|---|---|
| | £ s. d. | £ s. d. | £ s. d. |
| Tuition, with chaplain | 354 1 9 | 480 0 0 | 390 5 0 |
| Practising school | 101 10 0 | — | — |
| *Board of all residents | 950 10 9 | 849 13 6 | 596 2 7 |
| †Washing of students | 23 5 11 | 45 19 7 | 75 5 0 |
| ‡Wages of servants | 203 0 0 | 60 0 0 | 60 0 0 |
| Fuel and lights | 100 14 10 | 39 4 4 | 101 12 0 |
| Other housekeeping expenses | 147 19 4 | 54 4 4 | 126 1 0½ |
| Medical attendance | 17 15 3 | 16 0 0 | 14 1 8 |
| Books and stationery | 61 19 8 | 50 18 1 | 121 1 8 |
| Rent, rates, taxes, and insurance | 55 3 9 | 511 16 3 | 319 7 10 |
| Furniture and repairs | 69 1 6 | 164 5 3 | — |
| Garden, &c. | — | 40 4 1 | 40 0 0 |
| Other current expenses | — | — | 27 14 11½ |
| Balance in hand | — | 28 6 6 | 4 12 0½ |
| £ | 2,085 2 9 | 2,340 11 11 | 1,876 3 9½ |
| Ventilators in study | — | 49 9 0 | — |
| Lead cistern and pipes | — | — | 34 4 10 |
| *Number of resident teachers | 4 | 9 | 0 |
| †Number of resident students | 42 | 68 | 35 |
| ‡Number of resident servants | 14 | 6 | 3 |

TABLE showing average Cost per head for Tuition, Board, and Lodging.

| | *Hammersmith. | Liverpool. | St. Leonard's. |
|---|---|---|---|
| | £ s. d. | £ s. d. | £ s. d. |
| Tuition, with chaplain and books, per student | 13 4 5 | 7 16 2 | 14 12 2 |
| Board, with washing, wages, fuel, medical attendance, and sundries, per resident | 31 3 5 | 12 16 8 | 26 6 9 |
| Lodging, with rates, taxes, insurance, garden, and repairs, per resident | 1 4 9 | 8 17 4 | 9 9 2 |
| £ | 45 12 7 | 29 10 2 | 50 8 1 |

* To ascertain the average annual cost at Hammersmith one-third of the expense of three quarters has been added to the amount, and the sum divided by the number of students and residents respectively.

## Report, *for the Year* 1861, *by Her Majesty's Inspector*, E. Woodford, Esq., LL.D., *on the* Church of Scotland Training College, Edinburgh.

My Lords, Edinburgh, March 1862.

Number of students.

The number of students in attendance at this Training College, during the late session, was 186, being an increase of 26 over that of the previous year. The number that came forward to the Christmas examination was 179, divided as follows :—

| | First Year. | Second Year. | Total. |
|---|---|---|---|
| Males - - | 64 | 27 | 91 |
| Females - - | 59 | 29 | 88 |
| Total | 123 | 56 | 179 |

Results of examination.

Of these 162 were successful, 6 were scheduled, 9 failed, and 2 forfeited the consideration of their papers. Of the successful candidates, 41 are in the first class, 77 in the second, and 44 in the third. In connection with the number of failures, which may seem large, when compared with the results in some of the English training colleges, it may be borne in mind that there are Gaelic students in attendance, who have not passed as Queen's Scholars, but have bursaries from the Education Committee of the Church ; and the attainments of many of these, on entering, are not equal to those of a pupil-teacher of the first or second year ; so that it is almost impossible to bring them up to the standard necessary for passing the examination for certificate of merit, unless allowance were made for their imperfect knowledge of English, which is not only against their progress in study, but sometimes makes an answer appear as nonsense when what they mean to say is quite right.

The results of the examination in the several subjects will be seen in the general table prefixed to the reports on training colleges.* It may be right to remark, as I did last year, that

* *See* Table No. 5, page 255.

history was omitted in the course of class lectures and exercises for the first year male students, and geography for those of the second year male students. They all, however, took the papers, either on the strength of some private reading or relying exclusively on their previous knowledge; but the results show only 11 fair in geography, and in history 3 good and 13 fair.

The examination of the increasing number of students attending this training college has for a considerable number of years been held in a large hall rented for the occasion. As described in a special letter to the office, illustrated by photographs, this hall is fitted up with tables having partitions on them sufficiently high to prevent the candidates, when seated, from seeing the papers of their neighbours right or left. Each is required to sit in the centre of the allotted space, so that they are nearly five feet asunder; and as the male and female candidates occupy alternate rows, the papers before and behind are different. I believe that this arrangement is thoroughly effectual in preventing one candidate from copying from the paper of another, an object which I felt it otherwise impossible to secure, especially in the cases of map drawing, the construction of figures, and the form of process in arithmetic; and I may now more particularly include the recent important exercise of the notation of music from the voice, or an instrument (of which the fingering is not to be seen), as the candidates are usually seated within the distance at which music has often to be read in practice. Experience has also shown that the prevention of mutual sight by this arrangement is not gained at the expense of affording any shelter for the individual use of books or notes. The regularity with which the candidates are thus seated allows them to be seen in so many different lines along the room, as well as from the platform and gallery, that the least change of position or arrangement for such a purpose attracts notice, and is soon followed by suspicion, if there be cause for it. I may just further remark that, as the size of the hall is sufficient for the male and female candidates together, the two inspectors can arrange that one of them shall always be overlooking it, if the other happens temporarily to be engaged in speaking to an individual, answering a message, or receiving any admissible visitors.

Staff. The staff of the college remains the same as stated last year, except that Mr. Fogo, teacher of the religious knowledge of the first year's students, history, and Latin, resigned, and has been succeeded by Mr. Taylor, formerly one of the masters in the practising school.

Of the two lecturers recognised under the Minute of 20th August 1853, I have already reported as follows, in recommending the grant:—

"Both these lecturers are full of zeal in their respective departments.

Mr. St. Clair seems to task the students to the full extent of his share of their time; and he certainly overtasks himself in the time that he bestows at home on the critical revision of their exercises.

Of Mr. Core I know less yet in detail, but he seems a most promising teacher, and I have no doubt that he will soon come to correct the only fault which I found with his method, that of going over the exposition of the steps of a process rather too rapidly to be intelligently followed by those who have not already some knowledge of the subject."

## Practising School.

Practising school.

The number of children in the model and practising school at the time of my visit was 616. The staff consisted of the head master, an assistant master, an assistant mistress, a mistress of the infant school, and a mistress for teaching sewing. A second assistant master has been added since the present session began. Besides, there are also 13 pupil-teachers.

The system of the analysis of sentences, now in general use, could nowhere be more thoroughly carried out than it is here. The head master considers it as taking precedence in importance of all ordinary parsing. With this valuable field of observation, as well as others through the country, I am bound to state that the results do not, in my opinion, recompense the time and labour which the complexity of the system requires. The formulæ and nomenclature are bewildering to the young; and the frequent substitution of one term for another shows that they are not clearly understood, even in the highest classes.

## Professional Instruction.

Professional instruction.

The substitution of certificated teachers as part of the staff under the head master, which formerly consisted exclusively of pupil-teachers, appears to be a great improvement, as affording more effectual means of oversight when the students are exercised in conducting the classes. With this difference the arrangements for the instruction and exercise of the students in the art of teaching remain as described in former reports, and, as measured by the results of this part of the examination of the second year students, work very satisfactorily.

With one or two exceptions all the students handed to me a copy of their notes of the three lessons which they had to give, and most of them gave evidence of much thought in the selection and order of the subjects in detail; and they were written out, especially those of the female students, with much attention to distinctness and neatness.

## Course of Study.

The authorities of this training college have, as before noticed, struck out the subject of history from the course of instruction for male students of the first year, and geography from that of the second year males. The female students, however, take all the subjects in the syllabus. In reply to a reference from the office I suggested a modification of the field of instruction and examination in geography as at present conducted in our female training colleges. No subject of study embraces so great a number of wholly unconnected facts, even when it is confined to those of a single country, and to get satisfactorily over the large field laid down in the syllabus, the lecturer must prescribe his daily task in proportionate amount. A few isolated questions are sufficient to detect any shortcoming in the laborious work of preparation on the part of the students, who, to avoid an unfavourable mark, give an amount of time to it that is disproportionate to its importance in a training point of view, as compared with such subjects as arithmetic, grammar, paraphrasing, and criticism lessons. Also in drawing the examination papers, the terms of the syllabus do not seem to be so closely followed as in the other subjects. Under "Europe in general" questions are sometimes put that seem to presume a minute knowledge of any part of it in particular. Adverting to the tabulated results of the first-year male students, in which, out of a class of 63, there is 1 marked *good* and 34 *fair*, I may mention that the lecturer has repeated to me the complaint he made at the close of the examination, when he saw the file of papers, that a portion only is within the field laid down in the syllabus, and that including only in one or two instances the third question of the section, or that to which the highest value is understood to be attached. It is only fair to him and to the class to state that, in my incidental visits during the year, I never saw more earnest and laborious instruction, while the answers to questions evinced a most satisfactory degree of attention.

Geography.

Religious knowledge.

Of the papers entrusted to me for revision, those on religious knowledge of the Scotch female students of both first and second years evinced a very thorough and minute preparation of the prescribed portions.

Gaelic.

In the Gaelic there is a sensible improvement, which may be attributed to a better understanding of what is required in this subject, and to the operation for some years of a well-conducted class in Edinburgh, and its stimulating influence beyond the range of the students who attend it.

In the Latin of the first year, in which the examination is restricted to the accidence, a large proportion of the students in all the training colleges, both in England and Scotland, showed a remarkable degree of inaccuracy, even in words that are inflected at full length in the elementary grammars. Latin.

The objection of "over-training," which has been raised during recent discussions, may be understood as referring to the extent and minuteness of the attainments implied in the examination paper on such subjects as Scripture knowledge, geography, and history; but it seems impossible to conceive that a mind which is to be employed in the training of other minds can itself be too highly trained, however elementary the branch may be that is taught. Over-training.

## Examination for Queen's Scholarships.

The total number of candidates for Queen's scholarships was 125, being a decrease of six as compared with last year.

| Candidates. | 1st Class. | 2nd Class. | Failure. | Total. |
|---|---|---|---|---|
| Males, Pupil-Teachers - - | 24 | 17 | 3 | 44 |
| „ not Pupil-Teachers - | — | 4 | 14 | 18 |
| Females, Pupil-Teachers - | 12 | 14 | 5 | 31 |
| „ not Pupil-Teachers - | 6 | 9 | 17 | 32 |
| Total - - | 42 | 44 | 39 | 125 |

By this Table it appears that of the pupil-teachers (male and female), rather more than 10 per cent. have failed, and of the non-pupil-teachers, 62 per cent.; but the two highest on the list of female Queen's scholars are non-pupil-teachers. Such is not unfrequently the case in the female list, but the highest places on the list of male Queen's scholars are always occupied by pupil-teachers.

The three male pupil-teachers who failed to gain a scholarship were from the Highlands, and their failure in a good many of the exercises is most probably to be attributed to the difficulty that they have in expressing themselves in English.

Of the causes that may have operated unfavourably in the case of the five female pupil-teachers who failed, I am less able to speak. Only two of them belong to my district, and one of these served her apprenticeship in an infant school, where, from the want of advanced classes, the training of pupil-teachers is always more difficult.

## Accounts.

The accounts of the college are subjoined; and in considering the entries it may be kept in view that a female boarding-house is maintained in connection with it.

I have the honor to be, &c.
Ed. Woodford.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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## Appendix.

### Account for the Year ending 31 December 1861.

**Income.**

| | £ | s. | d. |
|---|---|---|---|
| Grants from Diocesan or other Boards, exclusive of Government Grants* | 250 | 0 | 0 |
| Fees of Students, paid by themselves, their Relations, or private Patrons | 327 | 14 | 6 |
| | £577 | 14 | 6 |

**Expenditure.†**

| | £ | s. | d. |
|---|---|---|---|
| Tuition | 1,232 | 15 | 0 |
| Board of all Residents | 745 | 0 | 0 |
| Washing of Students and Wages of Servants, including Matrons | 116 | 13 | 0 |
| Fuel and Lights | 57 | 9 | 7½ |
| Other Housekeeping Expenses | 13 | 16 | 2 |
| Medical Attendance | 25 | 0 | 0 |
| Books, Stationery, and Apparatus | 102 | 14 | 7 |
| Rent. (Due, but not paid, or appearing in the year's expenditure). | | | |
| Rates, Taxes, and Insurance | 58 | 9 | 3½ |
| Repairs and Furnishing | 51 | 8 | 10½ |
| Other current Expenses‡ | 488 | 2 | 10 |
| Total, including two following items | £3,207 | 9 | 0½ |
| Building and other Expenses not included in current Expenses:— | | | |
| Building | 250 | 0 | 0 |
| Excess of Expenditure, Dec. 1860, now paid | 65 | 19 | 8 |

No. of Residents, 45; of whom 25 were Queen's Scholars.
No. of Students, 179.

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* For Government grants received by this college during the year 1861, *see* general table, p. 251.

† Exclusive of Queen's Scholarships and Personal Allowances paid to the Students.

‡ Of which sum:—

| | £ | s. | d. |
|---|---|---|---|
| Cost of annual examination | 135 | 11 | 10 |
| Bursaries to Students | 282 | 13 | 0 |

REPORT, *for the Year* 1861 *by Her Majesty's Inspector,* JOHN GORDON, Esq., *on the* CHURCH OF SCOTLAND NORMAL COLLEGE, *at* GLASGOW.

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MY LORDS,

THE remarks which I have the honor to offer on this occasion relate, first, to the subjects, and next to the methods, of the instruction taught and practised at this seminary during the last year.

But, in the first place, it is proper to revert to the session of 1860, so far as to mark the subsequent distribution of the students, male and female, who then quitted the seminary, with the qualification of certificate. The register which is there kept supplies the following summary:—

| | Males. | Females. | Total. |
|---|---|---|---|
| Appointed to Parish Schools | 6 | — | 6 |
| " Sessional " | 3 | — | 3 |
| " Burgh " | 3 | — | 3 |
| " Subscription " | 4 | — | 4 |
| " Industrial " | — | 12 | 12 |
| " General Assembly | 1 | — | 1 |
| " Infant | — | 5 | 5 |
| " Private Adventure | 2 | 2 | 4 |
| " Assistantships | 10 | 8 | 18 |
| Emigrated | — | 1 | 1 |
| Married | — | 1 | 1 |
| Still without Schools | 1 | 7 | 8 |
| Total | 30 | 36 | 66 |

The number of those already appointed to the charge of schools appears thus to have reached the high rate of 84 per cent.; and the fact proves how well, in the public opinion, the Normal school fulfils its purposes.

I. One cause of this general acceptance of the Normal school has been its conformity—its studied conformity to the common schools of the country, in so far, at least, as regards the subjects of instruction. On that point, the Normal respects the common school; and, in turn, the examination for certificate respects the practice of the Normal school. The subjects of instruction in the one place are the subjects of examination in the other. They are supposed to be initiated in the common

schools very much by the example of the parochial; and, again, in the parochial, they have been prescribed, under the Act of 1803, by the heritors and minister of the parish. But this part of the regimen of the parochial schools has been somewhat affected by the recent Act of 1861, which appoints for the examination of the teacher elect, instead of presbyteries, and, to some extent, instead of heritors and ministers, a board of University professors, who are to "make such regulations "as they shall see fit in regard to the time and manner of "examinations, and as to the subjects to which the same "shall extend, and to regulate the notice to be given thereof, "regard being always had, in the framing of these regulations, "to the circumstances of each particular district." All along, however, the subjects of instruction have been, in some degree, practically determined by the choice of parents, by the judgment of the teacher, by the bent of his talent, or by the description of his best acquirements; and probably the same thing, in a considerable degree, will continue to take place. But, whatever may be the subjects of instruction in the common schools, they will probably be reproduced in the Normal; and in both, as well as in the examination for certificate, the main occupation will doubtless continue to be with the branches of reading, writing, arithmetic, grammar, geography, and religious knowledge.

At the same time, however, certain additions have been made to the subjects of study, as well as to the subjects of examination; and the latter had been announced before the same had obtained any footing in the Normal school. They had still been wanting there, apparently because wanting in the common schools; yet, no sooner were the new subjects proposed than they were adopted in the seminary, for already their importance had been generally recognised. When a central board seeks but to aid the schools in its connexion, it may consistently do so by introducing what may not have been in these schools before, but what the local managers have seen to be desirable and have cordially received; for, in such cases, it exerts an influence, not of dictation or authority, but simply of co-operating aid.* The managers of the Glasgow seminary have cordially added to its programme two or three subjects of manifest and acknowledged importance, which had not been there before, but which had appeared in the syllabus of subjects for the examination of candidates for certificates. These added subjects are the following:—For the students of both sexes, school manage-

* Vide Regulations, General Assembly's Education Report, 1835.

ment; for males, church history; for females, domestic economy.

All the elementary subjects taught in the seminary have now been mentioned. But there remain a few, superior to the elementary, which are taught to the male students only; and not all of them, to each student, or even to any. These are physical science, mechanics, higher mathematics, English literature, and Latin. Such subjects have been offered in the seminary for the same reason which caused them, with the addition of mechanics, to be admitted into the programme of the examination for certificate—the intention in both cases being "to leave the course of study as free as "possible." At the same time, the examination for certificate is given to each candidate upon one only of these higher subjects, with the view of promoting that "proficiency in a few "subjects, which is valued more highly than mediocrity in "many;" and for the same reason, of the 27 students of the second year, 21 studied only mathematics, and 6 only physical science; the other optional subjects being unchosen by any. The same dislike to an instruction necessarily imperfect from its too great variety, and the same precise notion of the proper or main objects of the seminary have excluded from it the modern languages, physiology, antiquities, and some other studies which the managers have occasionally been solicited to introduce. They have limited, and for good reasons, the course of training to two years, and they have judged that the curriculum should be limited, accordingly, to so many of the most useful branches as, in that time, may be studied to the requisite extent.

Such, then, is the programme, and the whole programme of instruction in the seminary, and there can be no doubt that its affinity to that of the common schools has been one cause of that confidence which the seminary receives from the country, and which has been expressed, year after year, in the rapid appropriation of its certificated students to the teachers' office.

By some it has been thought or feared that the education of the female students is too high; by others, that the education of the male students is too low, for those places in the service of education, which they are afterwards respectively to occupy. But the programme, as now detailed, may show whether there be any real or seeming foundation for the one opinion or for the other.

The question, indeed, does not admit of being decided altogether, without reference to the degree of efficiency with which the instruction is conducted. But, on this point, the

best evidence is afforded by the results of the examination for certificate, which for the last year have been as follows :—

| | Males. | Females. | Total. |
|---|---|---|---|
| Number of First Year's Students : Candidates | 46 | 33 | 79 |
| „ do. passed | 44 | 32 | 76 |
| „ Second Year's Students : Candidates | 27 | 19 | 46 |
| „ do. passed | 26 | 19 | 45 |

It is proper to add that the students of both sexes, on leaving the seminary with certificates, commonly seek for such situations as shall not allow the knowledge which they have there acquired to "rust in them unused." The females, if offered, as they sometimes are, a school for sewing only, do not willingly accept it, preferring one in which they are to teach not merely sewing to girls of the proper age, but the first steps in reading and religious knowledge to the young of both sexes,—which sort of charge is frequently attached to mixed schools under masters. Neither do they decline to take part with a master, in teaching all the branches of a mixed school. But the girls school in which they alone shall have to teach all that they have learnt in the seminary, is that which they greatly and commonly prefer. It would seem, indeed, that the preference of certificated female students for this last class of schools tends very considerably to promote the education of female children by schools for them alone, and under the charge of female teachers. Examples of each of these kinds of school occur in the South-west district, and the number of each kind under certificated mistresses, who had studied at the Normal school, is as follows :—

| | |
|---|---|
| Schools for sewing only | 1 |
| „ for sewing with initiatory book instruction | 9 |
| „ for all the elementary branches, and under both male and female teachers | 5 |
| „ for all the elementary branches, and under females only | 9 |
| Infant schools under females | 3 |

The male students are not only as desirous as the female, of teaching up to their acquirements, but some of them are, moreover, not satisfied without adding to the knowledge which they carry with them from the seminary. For, it may be, that the seminary has imparted a love of study, or discovered a talent which they possess for some branch there taught,—languages, history, or mathematics. They then desire to prepare and to recommend themselves for further advancement in their calling, than, perhaps, they had at first ventured to have in view ; a very few, in the course of some years, have

found their way to the University. But, even in such instances of prolonged study the individual does not generally leave, or seek to leave, the path of an elementary instructor; and for that his efficiency is commonly improved.

II. "In teaching," says one of the masters of the seminary, "the fruit, by which I mean the amount of the progress "made by the pupil in the mastering of a given subject, is "always according to the degree of excellence in the method "employed." This is so obviously true, that the fact would scarcely merit notice, did it not give occasion to remark that the importance of method, in general, consists not only in the fruit here mentioned, but in this also, that of itself and by the discipline, mental and moral, which the mere practice of it involves, it possesses an educating power. The matter of a lesson may, in fact, happen to be of no great practical value, while the method of it may be of the greatest. Now this twofold use of method is the more noticeable here, as the Normal school is peculiarly a school of method, and as its methods fall to be, for that reason, very particularly observed in any account which may be given of its operations and its condition. Moreover, the examination of the students when candidates for certificate, while it places all due importance on the subject of school-management generally, does not, and from the nature of the occasion cannot, bring to view those plans of study and of instruction upon which they had been trained at the seminary, and which in themselves are of so much service to the talent of the student, independently of the acquirement which they have been employed to produce. These remain therefore to be noticed,—some, it may be, at one time; some at another, in the annual reports upon the seminary.

The student, then, has three several opportunities at the seminary of acquiring skill in the art of teaching. He is himself taught by four masters, and becomes, of course, familiar with their modes of teaching; under the Rector's supervision, he teaches in the practising school; and again, he has the benefit of the Rector's prelections on the principles and practice of the art. It is obviously important, in any seminary of the kind, that the lessons supplied on these several occasions should be in harmony with each other; and so they are in the present instance, by the reconciling judgment, tact, and unobtrusive, almost unfelt authority of the rector. One or two examples may be offered.

1. The whole scheme of instruction for the students is under the care of five male teachers and one female; and the distribution of subjects amongst them has been, in the main, unchanged from the commencement of their service in the seminary. The four masters, who divide the literary instruc-

tion, have this practice in common; they require of their students much private, unaided application to set tasks; and these individual efforts rarely take place in the school-room, but daily at their own homes; and the results are very frequently expressed in writing. This practice is common enough in ordinary schools; but here, more use is made of it than usual, for these reasons, that exercises of the sort can be carried much farther with pupils who have passed the school age, and who may be supposed to be pretty well disposed and able to do such work for themselves. This, indeed, is observable of the students of both sexes, that they seem well aware of the necessity of their own efforts in all their studies, and would probably view with indifference any needless, enervating facilities that might happen to lie within their reach. One effect of this private preparation is, that the master's lessons consist very much of examination upon what has been already learned,—but not so much as to leave no room for adding what may be fitly supplied from his own knowledge beyond the data of the text book.

In accordance with this practice, "We never," says the first master of the Practising Department, "in instructing the com-
"mon pupils, do for those in the senior class anything which
"by a little exertion they can do for themselves; the home
"preparations, accordingly, are in Scripture biography, in
"writing fair and correct copies of passages first dictated in the
"school, in geography from the text book, map-drawing and
"grammar." Here, then, in the practising department, the students find opportunities of teaching almost exactly in the same manner as they have been themselves taught by their several masters.

In the same way, the Rector in his lectures lays down the simple rule, "That every lesson must afford an exercise which
"the pupils can in a considerable degree manage without aid,
"but not without effort." He adds, that the application of this rule is not so simple a matter,—implying a judgment on the amount of the exertion that may be required, on the amount of it that will succeed, and the amount of it that, not succeeding, will yet benefit the mind which is vigorously employed upon it. For, in general, while he accepts of simple and commonly received principles, the means of giving them effect in practice are characteristically the burthen of his teachings.

2. The Rector dwells much on the cardinal rule of "thorough
"teaching in every branch, and at every step of progress." What teacher does not propose and profess the same? But everything depends upon the method employed, nay, upon the manner or spirit, in which the method is worked. One of

the best methods, and one of the best practised here, is that already mentioned, of private preparation of the lessons. But the Rector speaks occasionally of all varieties of method—remarking, that all or even many of them do not admit of being used together in the teaching of the same school; he describes the special methods applicable to each branch, and the general, applicable to all; the adaptations which, in practice, they must receive, to the age and progress of the pupils—not omitting, of course, fit mention of the two prevailing methods termed *explanatory* and *interrogatory*. These last are exemplified in combination by the four masters in their teaching of the students; and again, by the students themselves in their teaching practice. Thus, "Our female "students," says Mr. Dixon,—

"When they enter, generally possess little real knowledge of the principles of arithmetic, though they can calculate with tolerable accuracy. To them I explain every rule very fully, and afterwards propose exercises upon it, the solutions of which I require to be written out by each student at home, in a book kept for the purpose. These exercises are not altogether numerical, but some of them refer to the principles of the rules. In fact, I require every student, male and female, to write out the substance of the explanations I give respecting the various rules. As many of these written exercises as time permits, are read aloud and discussed in the class daily."

It was remarked, accordingly, how well the students, male and female, who at the late examination gave specimens of their teaching in this branch, appeared to have been instructed in its mathematical principles.

The teacher of history, Mr. Leitch,—

"Draws out the student's knowledge, not by numerous questions producing as many small facts in reply, but by requiring each to give a brief lecture, orally or in writing, on a specified portion of the lesson. For this no half preparation on his part will suffice; he stands mute and hesitates, if not well studied in the subject beforehand."

And he remarks an incidental advantage, in this practice to the training of a teacher,—

"The student rises from his seat, takes pointer in hand, and delivers his narrative face to face with his fellows. This is public delivery. Students who had never been accustomed to utter more than two or three sentences at a time attain in this manner, by length of practice, a skill and readiness in elocution which must be of the greatest use to them in their future occupation."

"I require," says Mr. Calvert,—

"In these examinations that each of the lessons on geography, regarded as a whole, shall be methodized and divided into its prominent portions, and the more important facts only brought conspicuously to view."

Now, these same methods of the training masters are employed in the senior division of the practising school, where the students are prepared to find them and to practice them, with such modifications as are required to suit them to the age and progress of the pupils. They do not teach there exactly

as they had been taught; but they are guided to the proper variations by the Rector and the practising masters, to whom the capabilities of the pupils are better known.

3. The junior divisions of the practising school show the same methods, duly modified, which are taught and practised in the other departments of the seminary, and the teaching practice of the students there is conducted accordingly.

The conformity is complete, in the requirement of home preparation, in the direction of attention to the sense of the reading lesson, in the communication of suitable religious knowledge, though this last here takes place, only by oral communication, and upon the simplest narratives of Scripture. The differences appear chiefly in these points; the classes are smaller, the lessons shorter and more various, the physical exercises more frequent, the tuition more abundant in familiar instances, and in illustrations by picture, ball-frame, slates, or blackboard. In short, the methods here are distinguished from those of the upper divisions of the practising school chiefly by their more customary and more necessary reference to visible illustrations. Yet the students, male and female, practice by turns in each division of the practising school; those of the second year, for at least one hour daily throughout the session; those of the first year, for one hour daily during the last three months, with the advantage of a daily attendance as observers throughout the previous part of the session.

The direct moral instruction of the students, male and female, is promoted by means which the rector retains almost exclusively in his own hands. Their Scriptural knowledge is derived from him, and his lecture tells how the same should be managed by themselves, when they shall assume the office of instructors. On both occasions, they are taught that the historical and doctrinal portions of the lessons should be ever accompanied with explanations of their proper moral import and moral bearing; and that the manner or tone of the tuition, in dealing with such subjects, should, for obvious reasons, be somewhat different from that which is proper to the common business of the school.

A statement by the authorized auditor is appended of the income and expenditure of the seminary, for the last twelve months. In this, the practising and training departments are, as formerly, kept separate. Of the practising department—

| | £ | s. | d. |
|---|---|---|---|
| The expenditure exceeds the income by - - | 89 | 2 | 3 |
| Of the training— | | | |
| The income exceeds the expenditure by - - | 108 | 6 | 5 |
| Leaving an excess of income for the whole seminary of | 19 | 4 | 2 |

The practising department, deriving its income from school-fees, appears to be well nigh self-supporting; the training is so far dependent on the public grants for students, Queen's scholars, &c., as to receive from that source 93 per cent. of its income.

I have the honor to be, &c.
JOHN GORDON.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## APPENDIX.

ABSTRACT of ACCOUNTS from 1st January 1861 to 31st December 1861.

### I. *Practising School.*

| INCOME. | £ | s. | d. | £ | s. | d. |
|---|---|---|---|---|---|---|
| Cash in hand: | | | | | | |
| As per account ending 31st Dec. 1860 | 0 | 8 | 6½ | | | |
| Add discount received, omitted to be entered in last year's account | 4 | 5 | 11 | | | |
| | 4 | 14 | 5½ | | | |
| Balance in Bank not entered in last year's account | 0 | 4 | 4 | | | |
| | | | | 4 | 18 | 9½ |
| School Fees | | | | 838 | 13 | 0 |
| Balance, being excess of Expenditure above Revenue | | | | 89 | 2 | 3 |
| Total Income | | | | £932 | 14 | 0½ |

| EXPENDITURE. | £ | s. | d. | £ | s. | d. |
|---|---|---|---|---|---|---|
| By ordinary Expenditure, viz.: | | | | | | |
| Salaries | | | | 541 | 13 | 4 |
| Servants' Wages | | | | 56 | 0 | 0 |
| Household Expenses | | | | 18 | 17 | 4 |
| Stationery | | | | 5 | 6 | 7 |
| Printing | | | | 4 | 5 | 6 |
| Books and Maps | | | | 4 | 6 | 0 |
| Apparatus | | | | 7 | 4 | 10 |
| Public Burdens,— | £ | s. | d. | | | |
| Feu Duties | 14 | 7 | 7 | | | |
| Poor Rate | 1 | 17 | 9 | | | |
| Land Tax | 0 | 1 | 1½ | | | |
| Police Tax | 1 | 13 | 1 | | | |
| Water Rate | 6 | 3 | 2½ | | | |
| Gas | 9 | 12 | 8 | | | |
| Fire Insurance | 11 | 5 | 0 | | | |
| | | | | 45 | 0 | 5½ |
| Tradesmen,— | | | | | | |
| Carpenter | 11 | 6 | 10 | | | |
| Glazier | 2 | 1 | 0 | | | |
| Plumber | 8 | 16 | 0 | | | |
| Gasfitter | 1 | 19 | 9 | | | |
| Painter | 7 | 0 | 0 | | | |
| Slater and Mason | 5 | 10 | 0 | | | |
| Plasterer | 12 | 1 | 2 | | | |
| | | | | 48 | 14 | 9 |
| Coals | | | | 7 | 17 | 0 |
| Furniture | | | | 6 | 12 | 0 |
| Miscellaneous | | | | 10 | 1 | 8 |
| | | | | £755 | 19 | 5½ |
| By extraordinary Expenditure, viz.: | | | | | | |
| Teachers | 9 | 0 | 0 | | | |
| Carpenter | 24 | 15 | 2 | | | |
| Smith | 19 | 13 | 0 | | | |
| Plumber | 7 | 0 | | | | |
| Gasfitter | 14 | 0 | 0 | | | |
| Painter | 46 | 19 | 5½ | | | |
| Slater and Mason | 47 | 0 | 0 | | | |
| | | | | 176 | 14 | 7½ |
| Total Expenditure | | | | £932 | 14 | 0½ |

## II. *Training Department.*

| INCOME. | £ | s. | d. |
|---|---|---|---|
| To Allowance on account of Certificated Students | 1,652 | 0 | 0 |
| Government Grant | 250 | 0 | 0 |
| Church Grant | 250 | 0 | 0 |
| Allowance on account of Queen's Scholars (after deducting the Bank charge for negotiating the bills drawn on the Paymaster-General)* | 1,968 | 13 | 0 |
| Students' Fees | 15 | 5 | 0 |
| Total Income | £4,135 | 18 | 0 |

| EXPENDITURE. | £ | s. | d. | £ | s. | d. |
|---|---|---|---|---|---|---|
| By ordinary Expenditure, viz.: | | | | | | |
| Salaries | | | | 1,234 | 11 | 8 |
| Servants' Wages | | | | 56 | 0 | 0 |
| Queen's Scholars, Male | 1,391 | 10 | 0 | | | |
| Queen's Scholars, Female | 578 | 0 | 0 | | | |
| | | | | 1,969 | 10 | 0 |
| Free Students, Male | 242 | 0 | 0 | | | |
| Free Students, Female | 84 | 1 | 0 | | | |
| | | | | 326 | 1 | 0 |
| Household Expenses | | | | 18 | 17 | 4 |
| Gas | | | | 9 | 12 | 8 |
| Coals | | | | 7 | 17 | 0 |
| Stationery | | | | 5 | 15 | 1 |
| Advertising | | | | 12 | 18 | 0 |
| Printing | | | | 1 | 3 | 3 |
| Tradesmen,— | | | | | | |
| Smith | 4 | 15 | 3 | | | |
| Glazier | 0 | 13 | 0 | | | |
| Plumber | 9 | 3 | 3 | | | |
| Gasfitter | 2 | 16 | 3 | | | |
| Painter | 2 | 13 | 10½ | | | |
| Slater and Mason | 1 | 16 | 0 | | | |
| Plasterer | 6 | 17 | 10 | | | |
| Carpenter | 13 | 2 | 2½ | | | |
| | | | | 41 | 17 | 8 |
| Furniture | | | | 12 | 6 | 6 |
| Books and Maps | | | | 86 | 11 | 1½ |
| Apparatus | | | | 10 | 14 | 10 |
| Doctors' Fee | | | | 4 | 5 | 0 |
| Travelling Expenses | | | | 2 | 10 | 0 |
| Church Seat Rents | | | | 6 | 2 | 0 |
| Stamps | | | | 2 | 4 | 4½ |
| Public Burdens,— | | | | | | |
| Land Tax | 0 | 1 | 1¼ | | | |
| Poor Rate | 0 | 4 | 2 | | | |
| Water Rate | 6 | 3 | 2½ | | | |
| | | | | 6 | 8 | 6½ |
| Miscellaneous | | | | 80 | 0 | 0 |
| | | | | 3,895 | 6 | 0½ |
| By extraordinary Expenditure,— | | | | | | |
| Apparatus | 25 | 0 | 0 | | | |
| Carpenter | 14 | 1 | 0 | | | |
| Slater and Mason | 25 | 0 | 0 | | | |
| Painter | 32 | 4 | 6¾ | | | |
| | | | | 96 | 5 | 6¾ |
| Balance—Excess of Revenue above Expenditure | | | | 144 | 6 | 5 |
| | | | | £4,135 | 18 | 0 |

NOTE.

| | £ | s. | d. |
|---|---|---|---|
| In account connected with Practising School,— | | | |
| Excess of Expenditure above Revenue | 89 | 2 | 3 |
| In account connected with Training Department,— | | | |
| Excess of Revenue above Expenditure | 144 | 6 | 5 |
| Leaving a Balance in hand of Treasurer | £55 | 4 | 2 |

* The sum due at Christmas 1861, but not paid by the Government till January 1862, was advanced by a Bank. The table at p. 251 gives the amount actually paid by the Government during the year.

REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, JAMES CUMMING, Esq. LL.D., *on the* FREE CHURCH TRAINING COLLEGE, EDINBURGH.

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MY LORDS,

THE history of this college during the past year has been characterized by great efficiency, and at the same time marked by mortality more than usual, both in the staff of instructors and among the students.

In the male department 102 students were enrolled, 97 of whom were Queen's scholars, and 88 had been pupil-teachers. On the female side 86 were enrolled, of whom 59 were Queen's scholars, and 37 had been pupil-teachers. Numbers.

I subjoin the list of the staff employed in conducting the work of the institution. The principal officers are the same as in the list which I furnished in 1858, but several changes have occurred in the subordinate departments. Staff.

JAMES SIME, M.A., Rector.

Peter Steele, M.A., Lecturer on Grammar, &c.
Gilbert Graham, „ History and Geography.
David Sime, „ Mathematics.
Thomas G. Dick, „ Method.
Walter Strang, Teacher of Music.
Charles Hodder, „ Drawing.

MISS STEVENSON, Lady Superintendent.

Miss Ashworth, Teacher of Drawing.
„ Burns, Governess.

JOHN R. MACLAREN, Secretary.

Besides these there are several female teachers who are employed both in the Normal College and in the practising school. These are—

Miss Cooper.
„ Millar.
„ Siddie.
„ Ross.

The last two conduct the infant school department. Miss Millar takes a special charge of the music, and Miss Cooper of the sewing.

Since my last report the teacher of the infant school, Miss Smith, has been removed by death. Had I not been in a very distant part of the country at the time, I would have been much inclined, had I seen that I could do so with propriety, to urge the appointment of an experienced and approved infant Infant department.

teacher, who might have been a model to the female students in this important department. I would have been the more strongly induced to do this, as in my last report I had spoken of this as the weakest part of the institution. I still think that this would have been the most desirable course, and have heard no reason which seemed satisfactory for its not being adopted. The charge, however, has been entrusted to two young ladies who had newly passed their examination for certificates of merit, and who had seen nothing of infant school teaching but in the practice of their predecessor. I have the greatest confidence in their earnestness and ability, having known them both, and one of them in particular for many years as a pupil-teacher and student. I am sure that they will do their duty, as, indeed, they appear to be doing it, faithfully and efficiently. They will no doubt have the counsel of the principal and of the master of method, and I have reason to believe that arrangements are in progress for making the department more completely efficient in the training of the female students.

Lectures. In instructing the students generally the different lecturers show the same ability which I have had repeatedly occasion to commend. The lectures of the principal himself on Scripture and church history, by their clear arrangement, perspicuity of language, and animation of manner, are calculated to be particularly impressive and useful. I heard him at one time on Scripture, at another on the catechism, and on a third occasion on the history of the Scottish Reformation, and felt at all these times that the subject was made very interesting, and that important knowledge was communicated.

The lectures of Mr. Steele on literature, and his expositions of the older English authors, are those of a ripe scholar and an experienced teacher. They are listened to with much respect, and, I believe, with real profit by the students.

Mr. Graham lectures on history with much animation and sufficient knowledge. I heard him instructing the senior male students in Scottish affairs in the time of Charles I., particularly on the peculiarities of the Scottish parliament and the functions of the Lords of the Articles. The lecture was lucid and instructive. On another occasion I heard him examine the junior female students on part of the reign of Charles II. In the latter instance, however, I was somewhat disappointed with the fewness of the answers returned by the students. As the examination was on the subject of a previous lecture which I did not hear, it was difficult to say whether the defect arose from the questions ranging beyond the subject of the lecture itself, or from the matter of the lecture having been

imperfectly apprehended. But as I knew that there was a considerable amount of talent in the class, I thought that a greater acquaintance with the subject might have been expected if it had been sufficiently set before the minds of the students.

The lectures of Mr. David Sime on pure and applied mathematics seem to be successful in exciting the interest and informing the minds of the students.

In the more peculiar work of the normal college, the training of the students to be practical teachers, the lectures of Mr. Dick on methods of instruction are primarily entitled to attention. I have heard his lectures on several subjects connected with the art of teaching. They are characterized by good sense, great plainness, and competent knowledge of the various topics to which they relate. One of the lectures was on the teaching of writing. It was in itself as satisfactory as a lecture on the subject could be. But it suggested as matter for consideration whether the arrangements of our normal colleges generally (at least I am not aware that there is anything peculiar in the case of that on which I am now reporting) tend sufficiently to train the students to be instructors in some of the most practical branches; whether too exclusive, or at least too prominent a place is not assigned to the giving of oral lessons. Instruction in reading and in grammar is indeed a regular part of the training of the students. A certain proportion of the lessons which they give are grammar lessons, but their training to be teachers of writing and arithmetic is, I believe, chiefly of the indirect kind, which forms indeed a part of the system; I mean that the lessons which they themselves receive are intended to be model lessons. Geography and arithmetic are subjects on which they are themselves instructed, and, I must add, efficiently and successfully instructed, and the lessons which they receive are a training for the instructing of those who may be afterwards their scholars. This is a reason assigned for not employing much of their time in witnessing the teaching of the masters in the practising school. The lessons which they give are not only directed and criticised by the principal and the lecturer on method, but the defects of their instruction are supplied by the actual teaching of these superiors, and the lessons given them are intended not merely to inform their own minds, but to make them familiar with the most successful methods of informing the minds of others. There appears to be considerable justice in these views. At the same time I would respectfully suggest to the proper authorities whether something more might not be done to make the

Training.

students practical teachers of writing. I by no means intend, however, to disparage the system of oral lessons. On the contrary, the variety of subjects which are brought under the consideration of the students, the notes which they are required to prepare, the criticism first of the notes and then of the lessons founded upon them, as well as the actual imparting of the lessons, are all calculated to improve the minds and to cultivate the teaching powers of those who are in training, and to qualify them, in addition to the *essential* branches of reading, writing, and arithmetic, to communicate that intellectual instruction which it has been the object of educationists for the last 40 years at least to promote.

Results. The efficiency of the college, as tested by the results of the examinations in December, will be very apparent from the following tabular abstract indicating the number of students of both sexes ranked in each class, and the number who have in various ways been excluded from classification:—

| Students. | 1st Class. | 2nd Class. | 3rd Class. | Schedule. | Failed. | Retired in ill health. |
|---|---|---|---|---|---|---|
| Male Students, Senior - | 11 | 21 | 12 | — | 1 | 1 |
| „ „ Junior - | 7 | 31 | 13 | 1 | 1 | 1 |
| Female Students, Senior | 8 | 15 | 5 | — | — | — |
| „ „ Junior | 19 | 22 | 12 | 3 | 1 | — |
| Total - - | 45 | 89 | 42 | 4 | 3 | 2 |

Along with this statement it may be noticed that 44 of the students received prizes for drawing, and 90 passed successfully on one or more of the subjects required for a certificate of competency.

I alluded in the beginning of this report to the mortality which had occurred among the students. In fact, five of them died in the course of the year. On this subject as well as on the general health of the students, I beg to transmit the statement with which I have been furnished by the principal:—

"One female student died of consumption, although her medical attendant pronounced her quite free from that disease when she entered the school. another was disabled by an affection of the ancle from continuing her studies. Three of the young men died during the season; one burst a blood vessel, another was cut off by disease of the brain, and the third died of typhus. No death had taken place among the students since 1855. The general health, especially among the female students, was good. Excepting brief absences from school owing to slight ailments, the reasons for absence were

usually the death of relations or other family circumstances. In only three or four cases among upwards of 180 students am I justified in saying that laziness had anything to do with absence from the classes."

In accordance with the statement I understand that the average health of the students, as tested by the regularity of attendance, has been even better than usual, and that the cases of mortality which have occurred cannot be ascribed any cause connected with the salubrity of the school.

I have the honor to be, &c.

JAMES CUMMING.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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## APPENDIX A.

### MALE DEPARTMENT.

*Officers.*

| No. | Names. | Place of Education and Degrees. | Duties. | Annual Salary. | Whether Board allowed in addition to the Salary. | Whether a House or Rooms allowed in addition to the Salary. | Whether the Officer resides within the walls of the Institution. |
|---|---|---|---|---|---|---|---|
| | | | | £ | | | |
| 1 | James Sime - | Edinb. Univ. M.A. | Rector - - - | 500 | | | |
| 2 | Peter Steele - | " M.A. | Lecturer on English literature, and classics. | 220 | | | |
| 3 | Gilbert Graham - | " C.T. | Lecturer on history and geography. | 240 | | | |
| 4 | David Sime - - | " - | Lecturer on mathematics, &c. | 240 | | | |
| 5 | Thomas G. Dick - | Edinb. Univ. and F. C. Training College. C.T. | Lecturer on method. | 240 | | | |
| 6 | John R. McLaren | Edinb. Univ., and F. C. Training College. C.T. | Secretary - - | 100 | No. | No. | No. |
| 7 | Walter Strang - | - - - - | Teacher of music, (occasionally employed). | 135 | | | |
| 8 | Charles Hodder - | - - - | Teacher of drawing (occasionally employed). | 48 | | | |
| 9 | Sergeant Donnelly | - - - | Drill master - | 20 | | | |
| 10 | James Easton - | - - - | Janitor - - - - | 50 | No | Yes. | Yes. |

## Time-Table.

| Second-year Students. | | | | | |
|---|---|---|---|---|---|
| Hour. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
| 9 to 10 | Bible. (Rector.) | Parsing. (Mr. Dick.) | Bible. (Rector.) | Drawing. (Miss Ashworth.) | Bible. (Rector.) |
| 10 to 11 | Sewing. (Miss Cowper.) | School Management. (Mr. Dick.) | Sewing. (Miss Cowper.) | Drawing. (Miss Ashworth.) | Sewing. (Miss Cowper.) |
| 11 to 12 | Grammar. (Mr. Steele.) | Music. (Mr. Strang.) | Grammar. (Mr. Steele.) | Music. (Mr. Strang.) | Grammar. (Mr. Steele.) |
| 12 to 1 | Sewing. (Miss Cowper.) | Catechism. (Rector.) | School Songs and Domestic Economy, alternately. (Miss Miller and Miss Burns.) | Astronomy. (Rector.) | Teaching. (Mr. Dick.) |
| 1 to 2 | Geography. (Mr. Dick.) | History. (Mr. Graham.) | Geography. (Mr. Dick.) | History. (Mr. Graham.) | Geography. (Mr. Dick.) |
| 2 to 3 | Arithmetic. (Mr. Dick.) | Arithmetic. (Mr. Dick.) | Teaching. (Rector.) | Arithmetic. (Mr. Dick.) | Teaching. (Mr. Dick.) |

| First-year Students. | | | | | |
|---|---|---|---|---|---|
| Hour. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
| 9 to 10 | Bible. (Mr. Dick.) | Drawing. (Miss Ashworth.) | Bible. (Mr. Dick.) | Arithmetic. (Mr. Dick.) | Bible. (Rector.) |
| 10 to 11 | Sewing, (Miss Cowper.) | Drawing. (Miss Ashworth.) | Sewing. (Miss Cowper.) | Sewing. (Miss Cowper.) | Sewing. (Miss Cowper.) |
| 11 to 12 | Arithmetic. (Misses Burns and Cowper.) | Grammar. (Mr. Steele.) | Arithmetic. (Misses Burns and Cowper.) | Grammar. (Mr. Steele.) | Grammar. (Mr. Steele.) |
| 12 to 1 | Parsing. (Governesses.) | Catechism. (Rector.) | School Songs and Domestic Economy, alternately. (Governesses.) | Sewing (Miss Cowper) or Gymnastics. | Teaching. (Mr. Dick.) |
| 1 to 2 | History.' (Mr. Graham.) | Geography. (Mr. Dick.) | History. (Mr. Graham.) | Geography. (Mr. Dick.) | History. (Mr. Graham.) |
| 2 to 3 | Arithmetic. (Governesses.) | Music. (Mr. Strang.) | School Management. (Mr. Dick.) | Music. (Mr. Strang.) | Teaching. (Mr. Dick.) |

*Text Books.*

Senior Class.

Wood's Algebra.
Galbraith's and Haughton's Trigonometry.
Baker's Land Surveying.
Chambers's Mathematical Tables.
Lund's Mensuration.
Wrigley and Johnston's Examples.
Hume's History, unabridged.
Morrison's School Management.
Sime's Bible Manual.
Bible.
Morell's Grammar and Exercises.
Milton's Paradise Lost.
Bacon's Advancement of Learning.
Spalding's English Literature.
Shakspeare's Plays.
Schmitz's Greek Grammar.
Arnold's First Greek Book.
Cæsar's Gallic War.
Virgil's Æneid.
Grammatical Exercises.

Junior Class.

Wood's Algebra.
Lund's Mensuration.
Potts' Euclid.
Cornwell and Fitch's Arithmetic.
Wrigley and Johnston's Examples.
Milner's History of England.
Tytler's History of Scotland.
Morrison's School Management.
Sime's Bible Manual.
Bible.
Morell's Grammar and Exercises.
Hume's Appendices.
Schmitz's Latin Grammar.
Chambers's Latin Exercises.
Cæsar's Gallic War.
Grammatical Exercises.

The only occasion on which the senior and junior classes were taught together was on the Fridays from 11 to 12.

Total number of days on which the work of the time-table was suspended by continuous vacations, or other holidays during the year ending on 31st December last, 70 (including Sundays and Saturdays of the summer vacation), between 1st February and 9th December.

---

Number of Students in Residence.

| | Who have resided— | | Total. |
|---|---|---|---|
| | Less than 1 Year. | Between 1 and 2 Years. | |
| 1. Queen's Scholars— | | | |
| Who have been pupil-teachers - - | 46 | 41 | 87 |
| Who have not been pupil-teachers - | 5 | 5 | 10 |
| 2. Other Students— | | | |
| Who have been pupil-teachers - - | 1 | — | 1 |
| Who have not been pupil-teachers - | 4 | — | 4 |
| Total - - | 56 | 46 | 102 |

---

## Female Department.

### *Officers.*

| No. | Names. | Place of Education and Degrees. | Duties. | Annual Salary. | Whether Board allowed in addition to the Salary. | Whether a House or Rooms allowed in addition to the Salary. | Whether the Officer resides within the walls of the Institution. |
|---|---|---|---|---|---|---|---|
| | | | | £ | | | |
| 1 | James Sime - | Edinb. Univ. M.A. | Rector - - - | 500 | | | |
| 2 | Peter Steele, (L.) | „ M.A. | Lecturer on grammar. | 320* 100† | | | |
| 3 | Gilbert Graham, | „ C.T. | Lecturer on history. | 270* 30† | | | |
| 4 | Thomas G. Dick - | Edinb. Univ. and F. C. Trg. College, Edinb. C.T. | Lecturer on method. | 265* 25† | No. | No. | No. |
| 5 | Walter Strang - | - - - | Teacher of music | 135 | | | |
| 6 | Miss Stevenson - | - - - | Lady superintendent. | 100 | | | |
| 7 | „ Ashworth - | - - - | Teacher of drawing. | 60 | | | |
| 8 | „ Burns - - | - - - | Governess - - | 40* 10† | Yes. | Yes. | No. |
| 9 | John R. McLaren | Edinb. Univ., and Edinb. F.C. Trg. Sch. C.T. | Secretary - - | 100 | No. | No. | No. |
| 10 | James Easton - | - - - | Janitor - - - | 50 | No. | Yes. | Yes. |

* Total salary from all sources.
† Part derivable from Government.

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### *Text Books.*

#### Senior Class.

1. Bible and Catechism; Sime's Bible Manual.
2. Morell's Analysis; Morell's Grammar; Milton's Paradise Lost.
3. Morrison's School Management.
4. Colenso's Arithmetic, Book-keeping (Irish).
5. Hume's Reigns of Henry VII., Henry VIII., and Elizabeth; Birchall's England under the Tudors; Cornwell's Geography.
6. The Orpheon (for practice).

#### Junior Class.

1. Bible and Catechism; Sime's Bible Manual.
2. Morell's Analysis; Morell's Grammar; Cowper's Task, Book I.
3. Morrison's School Management.
4. Colenso's Arithmetic.
5. Milner's History of England; Tytler's History of Scotland; Hume's Reign of Elizabeth; Cornwell's Geography.
6. The Orpheon (for practice.)

The occasions on which the students of both years were formed into one class were,—1, for sewing, on Monday, Wednesday, and Friday; 2, for grammar, on Friday; 3, for catechism, on Tuesday; 4, for school songs and exercises, on Wednesday; and 5, for teaching, on Friday.

Total number of days, and half-days on which the work of the Time Table was suspended by continuous vacations, or other holidays during the year ending on 31st December last, 70, from 1st February to 13th December (including the Sundays and Saturdays of the summer vacation).

NUMBER of STUDENTS in Residence.

| | Who have resided— | | Total. |
|---|---|---|---|
| | Less than 1 Year. | Between 1 and 2 Years. | |
| 1. Queen's Scholars— | | | |
| Who have been pupil-teachers - - | 26 | 9 | 35 |
| Who have not been pupil-teachers - | 9 | 15 | 24 |
| 2. Other Students— | | | |
| Who have been pupil-teachers - - | 1 | 1 | 2 |
| Who have not been pupil-teachers - | 24 | 4 | 25 |
| Total - - | 57 | 29 | 86 |

## APPENDIX B.

### RESULTS of Year ending 31 December 1861.

*Male Department.*

| | Number. | Average Salary offered to them on leaving the College.* |
|---|---|---|
| No. of Students proceeding from College after 31st December last, after one year - | 7 | — |
| Do. do. do. 2 years and upwards - - - - | 46 | — |
| No. of Students withdrawn *within* the year ending as above - - - - - | 7† | — |
| Dead - - - - - | 3 | — |
| No. of Students (excluding those now in residence) received into training since 1848–9 - | 406† | — |
| No. of Students now known to be acting as teachers of elementary schools in Great Britain - - - - - | At least 197‡ | — |

* No note kept.
† Three withdrew without permission; the other four were unable to support themselves at College.
‡ Principally since 1855.

*Female Department.*

| | Number. | Average Salary offered to them on leaving the College.* |
|---|---|---|
| No. of Students proceeding from College after 31st December last, after 1 year | 16 | — |
| Do. do. do. 2 years and upwards | 29 | — |
| No. of Students withdrawn *within* the year ending as above :— | | |
| For illness | 1 | — |
| „ other causes | 1† | — |
| Dead | 1 | — |
| No. of Students (excluding those now in residence) received into training since 1848 (date of establishment) | 332 | — |
| No. of Students now known to be acting as teachers of elementary schools in Great Britain | 114‡ | — |

* Unknown.
† Owing to the death of a married sister, by which the charge of several young children devolved on the Queen's scholar.
‡ Since May 1855.

## Appendix C.

### Income and Expenditure for the Year ending 31 December 1861.

| Income. | £ | s. | d. |
|---|---|---|---|
| Fees of Students paid by themselves or their relatives | 52 | 10 | 0 |
| Government exhibitions for 160 Queen's scholars (average 160), including personal payments | 3,780 | 10 | 0 |
| Government grants in respect of 167 students examined at Christmas 1860 | 2,510 | 0 | 0 |
| By exhibitions founded by private patrons | 72 | 10 | 0 |
| By fees of the Model or Practising School | 825 | 15 | 3 |
| By income arising from other sources* | 388 | 17 | 0 |
| | £7,630 | 2 | 3 |

| Expenditure. | £ | s. | d. |
|---|---|---|---|
| Tuition | 1,894 | 10 | 0 |
| Cost of supporting Model or Practising School | 916 | 9 | 8 |
| Board and lodging of students† | 3,780 | 10 | 0 |
| Servants' wages | 50 | 0 | 0 |
| Fuel and lights | 20 | 0 | 0 |
| Other housekeeping expenses | 130 | 5 | 4 |
| Books, apparatus, printing, stationery, postages, and other office charges | 63 | 10 | 0 |
| Rents, rates, taxes, and insurance | 123 | 8 | 7 |
| Other current expenses not included in the above | 651 | 8 | 8 |
| | £7,630 | 2 | 3 |

Average cost per head, calculated on 192 Students§ - - - £35 8 9½

* Viz., the Education Committee of the Free Church of Scotland.
† The sum received for Queen's scholars and paid to them. (*See* Note ‖, Table 3, p. 251.)
§ After deducting from the total expenditure the amount received by fees of the Model School.

REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* FREE CHURCH TRAINING COLLEGE, GLASGOW.

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MY LORDS, February 1862.

THE large addition to the accommodation provided for the college department, to which I called attention in my report for last year, is now completed. It contains several spacious lecture-rooms, which have been fitted up in such a way as to secure the comfort and convenience of the lecturers and students. The arrangements for heating and ventilation are excellent, and though the rooms front the street, the noise of a crowded thoroughfare is very much deadened by means of double window frames. Considerable improvements have also been made in other departments of the institution, which now only requires a large hall to make it one of the most complete and well-appointed training colleges in Scotland. The library has also received several valuable additions in the course of the year (200 volumes), and now contains 1,200 volumes on history, geography, science, and general literature. It has been selected with great care, and is, I have reason to believe, much used by the students. These various additions and improvements have been made at the expense of 2,000*l*.

The number of students during the past session was as follows:—

| | |
|---|---|
| **MALES.** | |
| First year | 51 |
| Second year | 39 |
| | 90 |
| **FEMALES.** | |
| First year | 40 |
| Second year | 21 |
| | 61 |

giving a total of 151 students, divided into three classes, viz.:—

1. QUEEN'S SCHOLARS.

| | First Class. | Second Class. |
|---|---|---|
| Male | 28 | 51 |
| Female | 21 | 9 |
| | 49 | 60 |

2. FREE CHURCH SCHOLARS.

| | |
|---|---|
| Male (first and second year) | 3 of 20*l*. |
| " " | 4 of 15*l*. |
| " " | 5 of 10*l*. |

3. Ordinary or Self-supporting Students.

| | |
|---|---|
| Male | 2 |
| Female | 28 |
| | 30 |

The arrangements made for the Christmas examination were more satisfactory than on former occasions. The male candidates, under my own superintendence, met in the large class-room of the senior department of the practising schools, which has recently been fitted up in a very commodious manner, while the female candidates were admirably accommodated in one of the new lecture-rooms under the superintendence of my colleague, Mr. Kerr. This arrangement is very convenient, as it allows the inspectors to communicate freely with each other during the course of the examination.

The following are the officers of the institution :—

Secretary, David Stow, Esq.
Principal, Thomas Morrison, Esq., M.A.

College Department.

| | |
|---|---|
| Lecturer on Mathematics | The Rev. John Kerr, M.A. |
| Lecturer on History and Geography | A. H. Dick. M.A. |
| Lecturer on English Literature and Teacher of Classics | Alexander Richardson, M.A. |
| Master of Method | Edmund Boyd. |
| Teacher of Music | John McLelland. |
| Teacher of Drawing | R. Banner. |
| Teacher of French | A. L. Finlay. |
| Tutor | John Shaw. |
| Medical Officer | James Adams, M.D. |
| Lady Superintendent | Miss Sinclair. |
| Music Governess | Miss Hood. |
| Needlework Governess | Miss Dow. |

Practising Schools.

| | |
|---|---|
| Initiatory Department | David Caughie. Miss Caughie. |
| Juvenile Department | David B. Hutcheon, Isaac Waddington. |
| Senior Department | David Donaldson. James White. |
| Model Department | James McBirnie. |
| Industrial Department | Miss Harper. |
| Drawing Master | T. Kirkwood. |
| Janitor | John Riddell. |

In this staff there have been six changes in the course of the year. In the college department Mr. Banner has taken the place of Mr. Lyne as teacher of drawing, Mr. Finlay that

of Mr. Bayvel as teacher of French, while Mr. Shaw acts as tutor in the room of Mr. Miller, appointed head master of the Free Church School, Fullarton, and Miss Dow superintends the needlework in the room of Miss Abbot. In the practising schools the changes have been less material, being merely the substitution of Mr. Waddington for Mr. McCosh, and of Mr. White for Mr. Shaw, as assistants in the juvenile and senior departments.

In accordance with the recommendation of your Lordships the authorities, in March 1861, made arrangements to give instruction in sewing to all girls in the practising schools above the age of seven, and appointed Miss Harper to superintend the new industrial department.

It is again my pleasing duty to bear testimony to the great efficiency of all these officers, to whose ability, untiring zeal, and faithfulness the present high character of the institution may be fairly ascribed.

## Time-Table.

The distribution of time among the various subjects of study may be seen from the following analysis of the time-tables in use in the college department.

Analysis of Time-Tables showing the Distribution of the Hours of Study for One Week.

| Subjects. | Male Students. | | Female Students. | |
|---|---|---|---|---|
| | 1st Year. | 2nd Year. | 1st Year. | 2nd Year. |
| | Hours. | Hours. | Hours. | Hours. |
| Holy Scriptures, Catechism (and Church History for 2nd year) | 4 | 4 | 4 | 4 |
| School Management | 3 | 6 | 3 | 5 |
| Arithmetic | 4 | 2 | 4 | 3 |
| Mathematics | — | 5 | — | — |
| Euclid | 2 | — | — | — |
| Algebra | 3 | — | — | — |
| Grammar | 3 | 3 | 4 | 3 |
| Geography | 3 | 3 | 3 | 3 |
| History | 2 | 2 | 2 | 2 |
| Drawing | 2 | 2 | 2 | 2 |
| Reading | 1 | 1 | 2 | 2 |
| Penmanship | 1 | 1 | 1 | 1 |
| English Literature | — | 5 | — | — |
| Latin | 3 | 4 | — | — |
| Vocal Music | 2 | 2 | 2 | 2 |
| Sewing and cutting out | — | — | 3 | 3 |
| Domestic Economy | — | — | 2 | 2 |
| Totals | 33 | 40 | 32 | 32 |

It thus appears that the arrangements of the course and the distribution of time are much the same as those given in my report for last year, and require no special remark.

## Professional Training.

Three things are necessary in the teacher of an elementary school—

1. An intelligent appreciation of the difference between *teaching* and *training*.
2. A thorough knowledge of the subjects of instruction, and of the best methods of analyzing and bringing them within the reach of the mental capacities of children.
3. Practical skill in organizing and conducting the work of a school.

From what came under my notice during my recent visit to the College, I feel warranted in stating that these objects, so far as they come within his province, are kept steadily in view by the master of method. His course is eminently practical and suggestive, and combined with the stated attendance in the practising schools, the public criticism, and the occasional but valuable remarks of the Principal, has been productive of the best results. A suggestion, which I made in a former report, has been acted on, and the students now spend a certain time in the Model Department. The attendance is at present 161, arranged and organized as a common elementary school under a master and a staff of pupil-teachers, with a mistress of the industrial department. All the branches of an ordinary school course are taught, and the student has thus a practical illustration of the remarks of the master of method on organization, discipline, and the modes of instruction best adapted for the class of children with which he will have to deal in his future work.

The important subject of registration has also received due attention, and, so far as I had opportunity of judging, with a good result. The great variety of registers used in our schools, and the irregular manner in which they are too often kept, render the ordinary school statistics, comparatively speaking, of but little value. This is to be regretted, as a significance is not unfrequently given to averages thus obtained, which a more accurate system of registration would have considerably modified.

## Instruction.

The course of study pursued in the college during the past session, being regulated to meet the requirements of the syllabus annually issued by the Committee of Council on Education, is much the same as that recorded with considerable minuteness in my report for last year. It may therefore suffice to refer briefly to such subjects as seem to require special remark.

Reading.

The results at my recent visit to the college were, generally speaking, satisfactory. Great attention has evidently been paid to distinct articulation, without which there cannot possibly be good reading. The general average has been considerably raised, and not a few of the students, more especially on the female side, read with a just appreciation of the scope and meaning of the passage, and that correct intonation and emphasis, which I have often remarked in the reading of this college.

## Music.

Music.

In accordance with your Lordships' instructions, I took means to ascertain how far that part of each student's practical power to teach singing, which cannot be tested by the written examination, is provided for. The instruction is given on the Tonic sol-fa system, which has proved eminently successful in enlisting the sympathies of the students, and securing their hearty co-operation in the work of the class. I spent several hours in the different classes, and heard them sing, at sight and in parts, pieces of sacred music selected by myself, and of which they had no previous knowledge. They also wrote from memory simple passages of music sung to them slowly three times over, regarding not only the pitch of the notes, but also their duration. These exercises, so far as my knowledge of music enabled me to judge, were done in a satisfactory manner. In reference to the certificate which each student, who takes the paper on music, must present, signed by the Principal, that "he has such an amount of musical skill, vocal "or instrumental, as is sufficient for the purpose of teaching "children to sing," I beg to direct your Lordships' attention to the documents in Appendix B.

## Results.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the necessary information under both heads :—

I.

| Candidates. | Examined Christmas 1861. | Per-centage successful. | | |
|---|---|---|---|---|
| | | 1st Class. | 2nd Class. | 3rd Class. |
| Male Students, 1st Year - | 49 | 6·1 | 36·7 | 38·7 |
| „ 2nd Year - | 38 | 7·9 | 42·1 | 34·2 |
| Female Students, 1st Year - | 39 | 23 | 28·2 | 35·9 |
| „ 2nd Year - | 21 | 23·8 | 71·4 | 4·7 |

II.

The number of male students who finished their training at Christmas 1860 was 46. These have been disposed of as follows :—

| | |
|---|---|
| Appointed to schools in Scotland - - | 26 |
| „ „ England - - | 11 |
| Attending the University - - - | 6 |
| Dead - - - - - | 1 |
| Occupation unknown - - - - | 2 |
| | 46 |

The number of female students who finished their training at Christmas 1860 was 39. These have been disposed of as follows :—

| | |
|---|---|
| Appointed to schools in Scotland - - | 17 |
| „ „ England - - | 13 |
| „ „ India - - - | 2 |
| Married - - - - - | 1 |
| Engaged in private teaching, &c. - - | 6 |
| | 39 |

It may also be interesting to present in tabular form the results of the recent examination for Queen's scholarships, contrasting the two classes of candidates.

| Candidates. | Examined. | Per-centage successful. |
|---|---|---|
| Males, Pupil-Teachers - - - - | 32 | 90·6 |
| „ not Pupil-Teachers - - - | 27 | 62·9 |
| Females, Pupil-Teachers - - - - | 16 | 87·5 |
| „ not Pupil-Teachers - - - | 32 | 65·6 |

It thus appears that the pupil-teachers, though considerably younger as a class, have a decided superiority over the other candidates, which, generally speaking, they continue to maintain throughout their course of training.

## Health of the Students.

On this important subject I have again to report favourably. During the past year there have been only two cases of serious illness, while the general health of the students has been most satisfactory. In the returns, which the medical officer made in connexion with the Christmas examination, he states that, with one exception, all the students are strong and in good health.

In conclusion, I may be permitted to repeat the expression of my satisfaction with the discipline and order, the various arrangements, and the working of the institution in all its departments.

I have the honor to be, &c.

Charles E. Wilson.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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## Appendix A.

Financial Statement for the Year ending 31 December 1861.

| Income. | £ | s. | d. |
|---|---|---|---|
| Fees of Students | 76 | 2 | 6 |
| Government Exhibitions* for Queen's Scholars | 2,580 | 10 | 0 |
| Government Grants for Students (examined at Christmas 1860) | 1,952 | 0 | 0 |
| Three Exhibitions founded by private Patrons | 42 | 10 | 0 |
| Fees of the Model or Practising Schools | 926 | 16 | 4 |
| Grant from the Education Committee of the Free Church of Scotland | 958 | 4 | 3 |
| Total Income | 6,536 | 3 | 1 |

| Expenditure. | £ | s. | d. |
|---|---|---|---|
| Tuition | 1,384 | 2 | 10 |
| Cost of Model or Practising Schools | 1,186 | 15 | 4 |
| Board of Students | 2,770 | 10 | 0 |
| Wages of Servants | 46 | 0 | 0 |
| Fuel and Lights | 27 | 17 | 0½ |
| Other House Expenses | 56 | 16 | 2 |
| Medical Attendance | 23 | 10 | 0 |
| Books, Apparatus, Printing, Stationery, &c. | 242 | 19 | 6½ |
| Rents, Rates, Taxes, and Insurance | 79 | 5 | 7½ |
| Other current Expenses not included in the above | 157 | 17 | 4½ |
| Total current Expenditure | 5,974 | 13 | 11 |
| Expenditure for additional Buildings | 561 | 9 | 2 |
| Total Extraordinary Expenditure | 561 | 9 | 2 |

The average cost per head (calculated on 151 students) was 31*l.* 14*s.* 1½*d.*

* Including personal allowances.

## Appendix B.

### Tests of Musical Ability applied to the Students of the Free Church Training College, Glasgow.

Students who cannot fulfil the requirements of one of the following, are debarred from taking the Government examination paper.

#### Test 1.

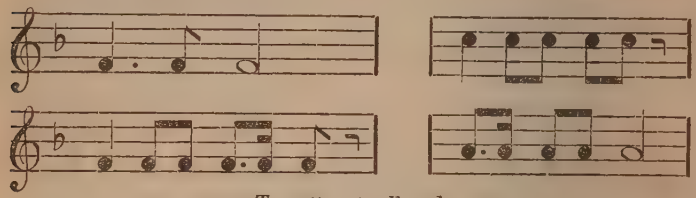
(*a*). Sing the intervals of the scale in any key, in any order, and modulating into the dominant and sub-dominant.

(*b*). Sol-fa at first sight any ordinary syllabic psalm tune, *not seen before.*

#### Test 2.

(*a*). Bring on separate slips of paper the names of six tunes, with which you are familiar, and sol-fa from memory any one of these tunes chosen by lot.

(*b*). Sing correctly the following time exercise, each measure being written on a separate card, and placed in the order which shall be decided by lot, and taken promptly as one exercise.



*Two attempts allowed.*

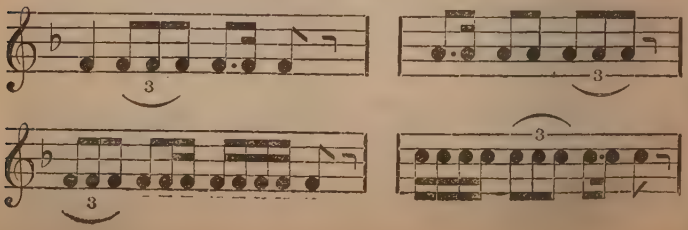
(*c*). Sing the intervals of the scale in any key, in any order, and including modulation into the dominant and sub-dominant.

(*d*). Pitch, by help of a tuning-fork, sol-fa not more than three times, and afterwards sing to words, your part in any ordinary syllabic psalm tune, in any key, *and not seen before.*

#### Test 3.

(*a*). Bring on separate slips of paper the names of eighteen tunes, with which you are familiar, and sol-fa from memory any one of these tunes chosen by lot.

(*b*). Sing correctly the following time exercise, each measure being written on a separate card, and placed in the order which shall be decided by lot, and taken promptly as one exercise.



(*c*). Sol-fa at first sight, and afterwards sing to words, any ordinary syllabic psalm tune, in any key, and *not seen before*.

(*d*). Sol-fa at first sight any tunes, or parts of tunes, *not seen before*, containing transition into keys of the first or second remove from the principal key; also phrases in the minor mode, in which the sixth and seventh notes of the scale occur sharpened.

(*e*). Write down the notes, from hearing them sung to the syllable *la*, of any ordinary psalm tune, *not heard before*. (*To be sung phrase by phrase twice over.*)

Glasgow, November 1861.

---

Free Church Training College, Glasgow,
January 1862.

Dear Sir,

In accordance with your request I have the honor to forward the following statement explanatory of the accompanying musical test.

Referring to the recent minute of the Privy Council Committee on musical examinations, the rector, music master, and one of the directors of this College have taken into consideration what tests of practical efficiency should be put to the students so as to carry out the design of the Minute in the most thorough manner. The following tests were adopted, which it will be observed are in a threefold form, and may be shortly characterized as implying—

1st, spelling a tune,
2nd, reading a tune,
3rd, writing a tune;

or more fully, *the first* implies a competent knowledge of the diatonic major and minor scales, with the practical power of *solfa-ing* a plain psalm tune, not known before; this being considered the very least amount of musical ability which a teacher must possess to instruct children in the knowledge of the scale, and to sing simple tunes from notation at sight; *the second* involves the ability of reading at sight music more difficult as regards interval and time, and of *solfa-ing* from memory tunes already known; *the third* implies a thorough practical acquaintance with all varieties of music ordinarily used in schools and churches, including glees, anthems, &c., in which modulation and broken time occur, also the power of *writing* down in correct musical notation in any key an ordinary psalm tune from hearing it sung or played.

Of the 102 students, who have come forward for examination at this time, 31 have taken the third or highest test, 45 have passed the second, and 26 the first, this last being taken by students of the first year, who are expected to take the higher form next examination.

I have the honor to be, &c.
(Signed) Thomas Morrison.

*Charles E. Wilson, Esq.,*
*H. M. Inspector of Schools.*

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REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH TRAINING COLLEGE, *Minto House, Edinburgh.*

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MY LORDS, 25 June 1861.

THIS institution was examined by me on Tuesday, the 25th of June 1861, and the two following days. It has accommodation for 26 students. On the days of examination 16 were present.

The officers of the college, who are resident and wholly employed, are only two:—Rev. F. Rowbottom, M.A., Principal, Mr. James Moss, Vice-Principal.

Of the resident students nine were in the second year. These taught classes, read and recited before me, and were severally marked for the exercise. The reading and reciting were not very satisfactory exhibitions of the powers of the students, seven out of the nine being marked "moderate;" two only reaching "fair." The reading of the six first year's students was as much of the same description, only one out of the six being marked "fair," the remaining five being "moderate." This result, together with the fact that upon two officers alone falls the whole burden of the college instruction in all the subjects shows that no great proficiency is to be expected; and it is my intention, at the first opportunity, to urge upon the committee of management that additional teaching power is required. I am convinced that if the young men are to be thoroughly trained, the authorities of the college ought to make their executive more efficient; under present circumstances either the masters must be overtasked, or important opportunities of forming the students' minds and directing their studies are lost.

### TEACHING.

The subjects of the lessons given before me were chosen by the students themselves, and are recorded in the returns which have just been furnished to the Council Office. The subjects selected were various. Many of the lessons were strikingly good, others were deserving of high commendation; there was not one failure; the general result* of the exercises being creditable to the institution and to the students themselves.

The principal catechised a class on the liturgy.

The vice-principal gave a lesson on combinations and permutation of numbers very clearly and well. His lesson also

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* *See* Table No. 5, p. 263.

on musical theory was very good. The practical musical performance also, under Mr. Moss' leadership, was very satisfactory.

The health of the students has been reported to me as having been good; their general appearance and conduct during the examination was very pleasing and creditable.

The condition of the buildings at Minto House is satisfactory, and the domestic arrangements continue to be comfortable and suitable.

### Practising School.

The practising school, under a new master, is as successful as I could have expected, from the fact that Mr. Gallasher has only been a few weeks employed as teacher. He possesses all the elements of a good master; his manner is pleasing and secures the attention of his class.

The condition of the practising school buildings is improved, and the apparatus and mechanical appliances are on the whole suited to the requirements of the institution. I have suggested a change in the lighting and ventilation of the school-room.

Subjoined is the normal master's report of the condition, &c. of the practising school.

The accounts of the institution are kept by the secretary, D. Home, Esq., 85, Princes Street, Edinburgh, who acts as correspondent.

The number of students who presented themselves for certificates of merit was 15; of eight of the second year all were successful; of six of the first year's students four were successful, one was scheduled, and one failed.

I have the honor to be, &c.

T. Wilkinson.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

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## Appendix A.

The Practising School, St. Andrew's Hall, Edinburgh, June 1861.

The students attending this school for practice and improvement in the art of teaching and school management consist of two divisions, viz., the students of the first and those of the second year. The following is the plan adopted for regulating the attendance of each student in the practising school during the year.

Each student of the first year attends school for a week at a time, in the morning.

The afternoons are similarly allotted amongst the students of the second year.

The criticism lessons are fixed for the last hour of the Friday morning school. They take place in presence of the principal and vice-principal of the training college, of all the students of both years, and the master of the practising school. Prepared lessons are given by the students of the second year, in rotation, on subjects chosen by the master. Unprepared lessons are also heard from students of the first year, selected indiscriminately. These are followed by the criticisms.

The general efficiency of the students as teachers is most marked in those of the second year, a result doubtless of their longer experience in the practising school, and of the healthy emulation promoted by the frequent recurrence of the criticism lessons.

The great majority of the students of both years evince much earnestness in their desire of imparting instruction, and moderation in the management of the children committed to them. Their general behaviour in school is very satisfactory.

(Signed) W. GALLACHER.

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## APPENDIX B.

### OFFICERS.

| No. | Names. | Place of Education. | Duties. | Annual Salary. | Whether Board allowed in addition to the Salary. | Whether a House or Rooms allowed in addition to the Salary. | Whether the Officer resides within the walls of the Institution. |
|---|---|---|---|---|---|---|---|
| | | | | £ | | | |
| 1 | F. Rowbottom - | Battersea Training College. | Principal - - - | 100 | No. | Yes. | Yes. |
| 2 | James Moss - | Battersea Training College. | Vice-Principal, constantly employed. | 60 | Yes. | Yes. | Yes. |
| 3 | W. R. Gallacher | Edinburgh Episcopal Training College. | Normal master - | 60 | No. | Yes. | Yes. |
| 4 | W. A. Morley - | Certificated - | Drawing master - | 20 | N | No. | No. |

### TEXT BOOKS.

Colenso's Arithmetic.
„ Algebra.
„ Trigonometry.
Potts's Euclid.
B. Smith's Arithmetic.
Clyde's Geography.
Collins's History (England).
Hardwick's Reformation.
Proctor's Book of Common Prayer.
Symons' School Economy.
Monk's English Grammar.
Malone's Shakespeare.
Hume's History.
Lingard's History.
Knight's Shakespeare.

TIME-TABLE.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Saturday. |
|---|---|---|---|---|---|---|
| 6.45 to 7.45 | 1. Gospel.<br>2. Arithmetic. | 1. Arithmetic.<br>2. Corinthians. | 1. Gospel.<br>2. Arithmetic. | 1. Arithmetic.<br>2. Corinthians. | 1. Gospel.<br>2. Arithmetic. | 1. Arithmetic.<br>2. Corinthians. |
| 7.45 to 8.30 | Breakfast. | Breakfast. | Breakfast. | Breakfast. | Breakfast. | Breakfast. |
| 8.30 to 9 | Prayers. | Prayers. | Prayers. | Prayers. | Prayers. | Prayers. |
| 10 | 1. Grammar.<br>2. Geography. | 1. Geography.<br>2. Shakespear. | 1. Scripture.<br>2. Algebra. | 1. Algebra.<br>2. Acts of Apostles. | 1. History.<br>2. Trigonometry. | |
| 10 to 11 | 1. Music.<br>2. Method. | 1. Method.<br>2. Music. | 1. Euclid.<br>2. Liturgy. | 1. Reformation.<br>2. Euclid. | 1. Map.<br>2. History. | |
| 11 to 12 | 1. Blackstone.<br>2. Geography. | 1. Geography.<br>2. Shakespeare. | 1. History.<br>2. Algebra. | 1. Music.<br>2. Acts. | 1. Method.<br>2. Trigonometry; Euclid. | |
| 12 to 1 | 1. Euclid.<br>2. Shakespeare. | 1. Reformation.<br>2. Algebra. | 1. Maps.<br>2. Acts. | 1. Blackstone.<br>2. Method. | 1. 2. Practising School. | Examination. |
| 1 to 1.30 | Dinner. | Dinner. | Dinner. | Dinner. | Dinner. | |
| 1.30 to 2.30 | Drawing. | Recreation. | Drawing. | Recreation. | Drawing. | |
| 2.30 to 4.30 | Recreation. | Recreation. | Recreation. | Recreation. | Recreation. | |
| 4.30 to 5.30 | 1. Grammar.<br>2. Geography. | 1. Blackstone.<br>2. Geography. | 1. Grammar.<br>2. English History. | 1. Scripture.<br>2. Music. | 1. Algebra.<br>2. Liturgy. | |

The following subjects taught by the Principal to the Juniors (1) :—Gospel, Grammar, Scripture History, Method, Reformation, and Blackstone. Mr. Moss took for the same students :—Geography, Algebra, Music, Euclid, Map Drawing.

These taught by Principal to the Seniors or Second Class (2)—Shakespeare, Acts, Method, History, Liturgy. Mr. Moss took Arithmetic, Geography, Music, and Euclid to the same.

TOTAL NUMBER of DAYS on which the Work of the Time-Table was suspended by continuous Vacations, or other Holidays during the year ending on 31st December last:—

| | |
|---|---|
| Six weeks at Midsummer | 42 |
| Six weeks at Christmas | 42 |
| All the Saints' days | 15 |
| At Easter and Whitsuntide | 6 |
| | 105 |

ACCOMMODATION and NUMBERS.

1. Number of students which the building is at this time capable of accommodating - 26
2. Number of furnished dormitories - 19
3. Number of students at this time in residence, viz.:—

| | Who have resided | | | Total. |
|---|---|---|---|---|
| | Less than 1 Year. | Between 1 and 2 Years. | Between 2 and 3 Years. | |
| 1. Queen's Scholars— | | | | |
| Who have been pupil-teachers | 5 | 8 | — | 13 |
| Who have not been pupil-teachers | — | 1 | — | |
| 2. Other Students— | | | | |
| Who have been pupil-teachers | 3 | 1 | 1 | 5 |
| Who have not been pupil-teachers | — | — | — | |
| Total | 8 | 10 | 1 | 19 |

## APPENDIX C.

RECEIPTS and EXPENDITURE of Minto House Episcopal Training Institution, for the Year ending 31 December 1861.

| INCOME. | £ | s. | d. |
|---|---|---|---|
| Amount of annual subscriptions or donations, specially for the use of the Training School | 227 | 8 | 4 |
| Grant from Episcopal Church Society of Scotland | 100 | 0 | 0 |
| Fees of students, paid by themselves or their relatives | 28 | 4 | 0 |
| Government exhibitions for 13 Queen's scholars | 310 | 10 | 0 |
| Government grants in respect of students examined at Christmas 1860 | 231 | 0 | 0 |
| By fees of the Model or Practising Schools | 12 | 8 | 11 |
| By Girls' and Infants' School fees, &c., &c. | 71 | 12 | 0 |
| Stipends on account of two ex-pupil-teachers | 21 | 13 | 4 |
| Total Income | 1,002 | 16 | 7 |

| EXPENDITURE. | £ | s. | d. |
|---|---|---|---|
| Tuition | 155 | 0 | 0 |
| Cost of supporting Model or Practising Schools | 138 | 6 | 4 |
| Board of master, 18 students, and 3 servants | 278 | 5 | 0 |
| Washing of 18 students | 40 | 13 | 8 |
| Wages of 3 servants | 40 | 1 | 8 |
| Fuel and lights | 38 | 10 | 10 |
| Books and apparatus | 34 | 8 | 0 |
| Stationery, postages, and other office charges | 51 | 19 | 4 |
| Rent, rates, taxes, and insurance | 112 | 8 | 0 |
| Replacement of furniture and repairs to buildings | 59 | 16 | 0 |
| Total Expenditure | 949 | 8 | 10 |

Average cost per head of 18 students, 45*l.* 1*s.* 3*d.*

## Appendix No. 3.

REPORTS ON GREENWICH HOSPITAL SCHOOL, AND OTHER SCHOOLS CONNECTED WITH THE BOARD OF ADMIRALTY.

REFORM CLUB
PALL MALL

# ADMIRALTY SCHOOLS.

REPORT, *for the Year ending June* 30, 1861, *by Her Majesty's Inspector, the* Rev. JOSEPH WOOLLEY, LL.D., late Fellow of St. John's College, Cambridge, *on the* GREENWICH HOSPITAL SCHOOL.

MY LORDS, London, January 1862.

AT the time of my last report a fundamental change was contemplated in the constitution of this school, agreeably to the recommendation of the Royal Commission on the Greenwich Hospital. This change was carried into effect on the reassembling of the school after the Christmas vacation. It is based on the principle that a participation in the benefits of the institution by the children of commissioned officers as a distinct class, which alone justified the distinction between the upper and lower schools, is inconsistent with the original object of the foundation, which is to provide an asylum to worn out seamen who have been employed in the Queen's service, and to provide a suitable education for their children. The children of commissioned officers are not to be absolutely excluded from the school, but their admission is to be made on such conditions as practically, in the great majority of cases, involves exclusion. From the very commencement the teaching of navigation and nautical astronomy was contemplated as a special object of the school, which was thus to become a nursery of skilful navigators to be employed in the Royal and mercantile marine service. This object is kept in view in the new constitution, which aims at the admission of only such of the boys into the nautical division as are likely to profit by the instruction, while provision is made for the discharge of the less talented boys at an earlier age than heretofore, an age at which boys of their own rank are usually making their first start in life. This constitution is laid down in an official document, entitled, "Regulations established by the Lords "Commissioners of the Admiralty for the admission of Boys "to the Royal Hospital School at Greenwich," which I here copy *in extenso* :—

The school consists of 800 boys, the sons of commissioned officers, warrant officers, assistant engineers, petty officers, and seamen, and of non-commissioned officers and privates of marines, who have served, or are now serving, in the Royal Navy; or of men who have served, or are now serving, n the Coast Guard; or sons of officers or seamen registered in any way to serve Her Majesty; and also sons of seafaring persons.

The Lords Commissioners of the Admiralty direct that the system of admission to this school by patronage, and any exclusive right of admission on the part of commissioned officers shall cease for the future after the 31st of December 1860, with the exception of the rights hitherto enjoyed by Lloyd's Patriotic Fund Committee.

The claims for admission to the school to be judged of by a committee of selection appointed by their Lordships in accordance with the undermentioned scale.

1st Class.

(1.) Orphans, both parents dead.

(2.) Fathers killed, drowned, or deceased in Her Majesty's service, or while employed by Her Majesty on board a merchant ship, or in action with an enemy, pirate, or rebel.

(3.) Those whose fathers have been wounded or maimed in Her Majesty's service.

2nd Class.

Sons of warrant officers and assistant engineers not included in the beforementioned class.

3rd Class.

(1.) Those whose fathers are serving, and whose mothers are dead, according to rating and service of father.

(2.) Sons of pensioners, according to class, not already included; sons of out-pensioners, and sons of seamen and marines now serving.

4th Class.

(1.) Sons of seamen registered in any way to serve Her Majesty.

(2.) Sons of seafaring persons, whose claims will be judged of by the committee of selection.

The sons of commissioned officers are admissible with the sons of seamen, and their claims for admission considered by the committee of selection under the same conditions.

At the request of the parents or guardians of candidates for admission, a "form of application" will be sent to them by the secretary, Greenwich Hospital, which, when properly filled up, must be returned to him as directed, with the two following certificates:

1. A certificate of the marriage of the parents, or, if not attainable, other satisfactory proof thereof; 2. A register of the child's birth.

A certificate of the father's servitude at sea, upon which the claim for admission is founded, whether in the royal navy or merchant service, will be obtained by the proper officer from the Admiralty, or from the registrar-general of seamen; and due notice will be given, without further application, should the child be selected for admission into the school.

Boys eligible for admission must be between 10 and 11 years of age, physically fit for sea service, able to read an easy sentence, and possess a knowledge of the first four rules in arithmetic.

Boy will be discharged from the school at the age of 14 years, unless they succeed by their talents, industry, and good conduct in obtaining admission into the nautical division by competitive examination; and upon their discharge at this age, provided they are then fit for the royal navy, will, with their own consent, be entered as boys in that service. But no boys will be compelled to enter the royal navy against their own consent.

The nautical division of the Greenwich Hospital School will consist of 110 boys, who will be discharged at the age of 15 years, unless specially recommended by the principal of the school to remain an additional year for further instruction, which special cases will be taken into consideration by the Lords Commissioners of the Admiralty.

The education in the nautical division will embrace such mathematical instruction as is necessary for a sound knowledge of the principles of navi-

gation, the theory and practice of marine surveying, construction of charts, the practical use of instruments for magnetical and astronomical purposes, together with the usual elements of an English education, the study of the Bible, and instruction in the doctrines of Christianity; with such modifications of the course of instruction as the Lords Commissioners of the Admiralty may from time to time direct.

The education of the other boys, who comprise the lower division of the school, will include reading, writing, spelling, arithmetic, the elements of algebra, Euclid, plane trigonometry, the principles of the use of the steam-engine, together with such simple elements of practical science as are made the subject of the evening lectures to the boys; also the elements of an English education and religious instruction.

The practical instruction for the out-of-school hours will consist of knotting and splicing, a knowledge of the parts of the ship and rigging, and the great gun and cutlass exercise.

Children of Roman Catholic or of Protestant Dissenters will not be required to learn the Church catechism, and will be allowed to attend convenient places of public worship, in accordance with the religious persuasion of their fathers, provided that application be made to that effect at the time of admission, by the father, if living, and if the father be dead at the time of the child's admission, then the marriage certificate or baptismal register of such child according to the rites and ceremonies of any established religious community of a date previous to the said father's death, will be received as evidence of the religious tenets of the father, that is, provided no authentic document written by the deceased be produced, expressing a contrary wish or direction as regards the religious instruction of such child.

This constitution was introduced at the commencement of the last year with a reservation of the right of all boys admitted previously to January 1861 to remain in the institution until they have completed their fifteenth year, whether they are successful in the competition for admission into the nautical division or not.

The course of instruction, it will be seen, provided for in these new regulations is the same as that hitherto in force. The only changes of importance are the suppression of the upper school, and the reduction of the nautical division from about 160 to 110 boys. The study of French has been retained in the nautical division alone. The average time in this division of each boy who is selected on competition can hardly be conjectured at present; but it will probably never exceed 15 months. Although, therefore, some of the elementary difficulties in the study of this language may be mastered, a great progress cannot be expected, especially as the demands on the boys' time by the professional subjects of instruction will be very pressing.

In consequence of the reduction of the nautical division in January, between 30 and 40 boys were removed from it and placed in the lower division. I found them, at my visit in June, in the first class of section C., under Mr. Baillie, who had been formerly second master of the nautical school.

The nautical division is now divided into three classes under the charge of Mr. Riddle, assisted by Messrs. Muggeridge

and Snell. The lower division is divided into three sections, A., B., and C., each to consist of 230 boys. These three sections are, as regards instruction and management, entirely independent of each other, except so far as they all fall under the supreme control of the principal.

They are divided into four classes, which have, as heretofore, their separate class-rooms. The head master of each section has control over all the classes into which it is divided; and to him the masters of the lower classes are directly responsible. The circulation of the boys from class to class in each section, and their selection to the nautical division, takes place by quarterly examinations conducted by the principal, who is charged with this most laborious and important duty.

The discipline of the school, except in very serious cases in which his authority is still requisite for the infliction of severe punishments, and the whole management of it, are transferred from the governor and his subordinate officers to the principal, who is directly responsible to the Lords Commissioners of the Admiralty. The out-of-school discipline is still maintained by the drill-masters, who are required to make their reports to the principal instead of to the lieutenant superintendent, whose authority is now entirely annulled. These changes are in accordance with the recommendations both of the Committee of Greenwich Hospital School, and the Royal Commission, except so far as regards the retaining of the services of the drill-masters.

Other important changes regarding the internal arrangements have also been ordered to be made. A great increase is to be made in the dormitories, so as to allow the space for each boy recommended by the Royal Commissioners. At the same time new class-rooms are required. In order to meet these requirements a new wing on the west of the present buildings is in the course of construction, and will probably be ready for occupation in a few months' time.

A great want has been long felt and was expresed in many successive reports of Canon Moseley, viz., of a convenient and properly arranged chapel. The present chapel is most inconvenient and unsightly, and no further condemnation of it is needed than is furnished by the fact that it is absolutely impossible for the boys to kneel during the celebration of divine worship. The present seems an excellent opportunity for supplying this longfelt defect. An excellent site between the newly erected wing and the road presents itself, easily accessible to the boys, and yet sufficiently remote from the playgrounds to be out of the way of mischief; while it would form a handsome feature of the institution viewed from the public road.

The present organization of the nautical division has been already mentioned. The lower division is organized as follows:—

Section A.—Head master, Rev. Jas. Hill, M.D.; other masters, Messrs. Smith, Tancred, and Card.

Section B.—Head master, Dr. Purcell; other masters, Messrs. Mustart, Dawson, and Atkinson.

Section C.—Head master, Mr. Baillie; other masters, Messrs. Escott, Hamilton, and Baker (acting).

I may remark in conclusion, while speaking of the constitution of the school, that the changes have all been so recently made that it is impossible at present to offer any results of experience of its working. It speaks highly for the discipline and tone of the school under its former constitution, that although many boys have had their expectations disappointed by the change, and some have been in consequence actually removed from the nautical to the lower division, there seems to have been no serious offences or acts of insubordination traceable to this cause.

My report to your Lordships is founded, as usual, on the documents furnished by the officers of the school, and on the actual results of my examinations in the months of December and June, the former oral, and the latter both oral and by written answers to questions in the examination copy-books.

NUMBER of BOYS in the INSTITUTION.

CHRISTMAS, 1860.

| | |
|---|---|
| Nautical School | 149 |
| Upper „ | 234 |
| Lower „ | 385 |
| Total | 768 |

MIDSUMMER, 1861.

*Nautical Division.*

| | |
|---|---|
| 1st Class | 41 |
| 2nd „ | 37 |
| 3rd „ | 27 |
| | 105 |

*Lower Division.*

| Section A.— | | Section B.— | | Section C.— | |
|---|---|---|---|---|---|
| 1st Class | 52 | 1st Class | 60 | 1st Class | 52 |
| 2nd „ | 58 | 2nd „ | 66 | 2nd „ | 61 |
| 3rd „ | 58 | 3rd „ | 64 | 3rd „ | 61 |
| 4th „ | 57 | 4th „ | 40 | 4th „ | 47 |
| | 225 | | 230 | | 221 |

| | |
|---|---|
| | 676 |
| Nautical Division | 105 |
| Total | 781 |

NUMBER of BOYS who have left during the year ending 30 June 1861.

*Discharged.*

| Pupil-Teachers:— | No. |
|---|---|
| To royal navy as masters' assistant | 1 |
| To navigation school at Yarmouth as assistant master | 1 |
| To the merchant service | 3 |
| At their own request | 3 |
| **Boys:—** | |
| To the royal navy as masters' assistants | 18 |
| Ditto as boys | 29 |
| To the royal marines | 2 |
| To Her Majesty's dockyards as engineer apprentices | 13 |
| Ditto as shipwright apprentices | 2 |
| To the merchant service | 2 |
| To their friends | 106 |
| For misconduct | 1 |
| Run, discharged for absconding, or not returning after the vacations | 11 |
| Died | 1 |
| Total | 193 |

Boys who within six months after their discharge have entered:—

| | |
|---|---|
| The royal navy as masters' assistants | 3 |
| Ditto as boys | 13 |
| Her Majesty's dockyards as engineer apprentices | 1 |
| Ditto as shipwright apprentices | 1 |
| The merchant service | 20 |
| Total | 38 |

THE WHOLE NUMBER of BOYS who, so far as is officially known, went to Sea in some Capacity in the Years ending June.

| —— | 1859. | 1860. | 1861. |
|---|---|---|---|
| Royal Navy | 57 | 46 | 66 |
| Merchant service | 28 | 18 | 25 |

NUMBER of BOYS discharged from the Institution during the same period.

| 1859 | 1860 | 1861 |
|---|---|---|
| 215 | 157 | 193 |

NUMBER of BOYS admitted.

| 1859 | 1860 | 1861 |
|---|---|---|
| 231 | 158 | 199 |

AVERAGE NUMBER of BOYS victualled in the Infirmary in the Years—

| 1860 | 1861 |
|---|---|
| 20 | $9\frac{3}{7}$ per diem. |

The health of the boys has considerably improved during the past year. One boy has died.

DISCIPLINE.

PUNISHMENTS for Out-of-School Offences.

| | Christmas 1860. | Midsummer 1861. |
|---|---|---|
| Drilled for 1 hour each day for 7 days - - | 9 | 11 |
| Ditto ditto 14 days - - | 5 | 7 |
| Birched, with from 6 to 12 stripes - - | 10 | 23 |
| Absconded and discharged - - - | 12 | — |
| Total - - - - | 36 | 41 |

IN-SCHOOL OFFENCES for Half-year ending June 30, 1861.

Corporal punishments, from 3 to 12 stripes with the birch :—

| | |
|---|---|
| Nautical Division - - | 0 |
| Section A. - - - | 0 |
| Section B. - - - | 2 |
| Section C. - - - | 2 |
| Total - | 4 |

The results of the training of the boys, as shown by the returns made to the Admiralty of the characters of boys educated at Greenwich by the commanding officers of ships, continue to be highly satisfactory, and reflect great credit on the institution. In consequence of the change of constitution I have been only furnished with return for the half-year ending 30th June 1861 :—

| Characters. | Number. |
|---|---|
| Very good - - - | 62 |
| Good - - - - | 36 |
| Fair - - - - | 6 |
| Indifferent - - - | 2 |
| Slovenly and dirty - - | 1 |
| Not reported - - - | 3 |
| Total - - | 110 |

NAUTICAL DIVISION.

In the usual account of the proceedings of this division, with which I am favoured by Mr. Riddle, he says, writing in December last :—

"At Midsummer 1861, the period of your last visit to the schools, they

had recently undergone, and had not recovered from, the shock of an entire reconstruction.

Although the changes were accomplished almost without excitement among the boys, who found themselves, with few exceptions, still under their former masters, and, therefore, hardly realized for a time the changes, yet a considerable amount of internal disorganization necessarily ensued in establishing a new routine of instruction, time was lost, and the general progress of the school delayed. A very large number of the junior boys of the nautical school who had commenced their course of nautical instruction were sent back to their former elementary studies, and their places supplied by the senior boys of the lower school. Many of the more promising boys so sent back have again returned to the nautical school, having, in my opinion, gained nothing to counterbalance the loss of their nautical and mathematical instruction. The selection of boys now made for the nautical school gives to it a more intelligent and teachable class; this is, however, counterbalanced by a shorter period of instruction. And I must state too, the singular fact, that even after the sifting examination they receive, and the large number totally rejected, there remains a considerable number, not sensibly diminished, of very dull boys in this school,—*dunces*,—who have little or no capacity for mathematical reasoning.

At Midsummer 1861 the number of observations taken during the preceding year was about 14,800. About 300 nautical charts had been drawn, including a dozen from actual survey on the river. For collecting the necessary observations 14 journeys had been made by the boys in charge of their masters.

Since Christmas 1860 I have thought it necessary to inflict corporal punishment for any offence committed in school.

The shortened period of nautical instruction, sufficient probably for the mathematical and calculating parts of the course, will be felt most in the practical work, observing, drawing, &c.

A collection of Admiralty charts is much wanted as copies, those we have being utterly worn out.

The crowded state of the small rooms, (occupied temporarily while the new wing is building,) and my very divided attention also from watching and arranging our ever changing classes, has placed the drawing for a time almost in abeyance. I hope that I may be able to restore this interesting class to its former footing on our accession to better quarters."

The inconveniences here stated are for the most part none other but those inseparable from so violent a change as has been made in the schools. Two, however, are of a different character, and threaten to be more permanent and mischievous in their results; these are, the diminished time devoted to nautical instruction, and the perpetual changes which take place in the classes. It is much to be feared that the former of these causes will, in process of time, result in a too hasty attempt on the part of the boys to master subjects which can only be thoroughly learnt by the application of more time,—in other words, in a system of cramming from which this school has been hitherto singularly free; and the second not only greatly aggravates the evil by dismissing abruptly boys who have but partially passed through the course, but further keeps the classes, especially the first, in a state of constant change. It would be premature at present to suggest a remedy for

the former of these inconveniences. It is a feature of the school, however, which will require constant watching. The latter might readily be remedied by retaining every boy in the nautical school until the termination of the quarter next after his completing his 15th year, instead of dismissing him, as at present, the very day he has reached this age.

The results of my examination of this school are here tabulated.

THE NUMBER per Cent. whose Exercises in the several Subjects were marked—

E. stands for Excellent; G., Good; F., Fair; M., Moderate; I., Indifferent; 0, Failure.

1st Class. Present, 39.

| Dictation. | | | | Scriptural Knowledge. | | | | Navigation and Nautical Astronomy. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | E. | G. | F. | M. | E. | G. | F. | M. |
| 23 | 36 | 33 | 3 | 10 | 51 | 26 | 13 | 5 | 60 | 35 | — |

| Trigonometry and Proofs of Rules in Nautical Astronomy. | | | | Geometry. | | | | Algebra. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | E. | G. | F. | M. | E. | G. | F. | M. |
| 3 | 54 | 33 | 10 | 3 | 57 | 27 | 13 | — | 33 | 67 | — |

| Lectures. | | | | | French. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | I. | E. | G. | F. | M. | I. |
| 3 | 18 | 38 | 36 | 5 | — | 8 | 62 | 25 | 5 |

2nd Class. Present, 36.

| Dictation. | | | | Scripture. | | | | | Navigation and Nautical Astronomy. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | E. | G. | F. | M. | I. | E. | G. | F. | M. |
| 11 | 31 | 42 | 16 | — | 25 | 44 | 26 | 5 | — | 42 | 52 | 6 |

| Trigonometry. | | | | Geometry. | | | | | | Algebra. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| — | 6 | 25 | 69 | — | 14 | 66 | 14 | 3 | 3 | — | 6 | 52 | 33 | 3 | 6 |

| Lectures. | | | | | French. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | I. | E. | G. | F. | M. | I. |
| — | 6 | 30 | 50 | 14 | — | — | 50 | 42 | 8 |

3rd Class. Present, 27.

| Dictation. | | | | Scripture. | | | | | Navigation and Nautical Astronomy. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | E. | G. | F. | M. | I. | E. | G. | F. | M. | I. | 0 |
| 37 | 26 | 26 | 11 | — | 30 | 14 | 19 | 11 | — | 15 | 37 | 26 | 3 | 19 |

| Trigonometry. | | | | | | Geometry. | | | | | | Algebra. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| — | 3 | 15 | 23 | 33 | 26 | — | 11 | 36 | 23 | 11 | 19 | — | 8 | 44 | 26 | 7 | 15 |

| Lectures. | | | | | French. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| E. | G. | F. | M. | I. | E. | G. | F. | M. | I. |
| — | 26 | 26 | 40 | 8 | — | 3 | 31 | 40 | 26 |

On these per-centages, I remark that, considering that the third class consists of boys who have only just entered on the peculiar studies of this school, the result is very satisfactory.

The untiring energies of Mr. Riddle and his associates continue to be given in this department, and I have much pleasure in again expressing my conviction that they leave nothing to be desired in this respect.

In French I observed, both in the *vivâ voce* examinations, conducted by M. Quesnel in my presence, and in their written exercises, a decided improvement in accuracy, and in the elder boys as much progress as the shortness of time available for this study reasonably warrant us to expect.

I may here remark that I subjected the whole school to a written examination in Scripture, and that on the whole the answers of the boys were very creditable. Except in the fourth classes, consisting for the most part of newly entered boys, very few failed to write out the substance of one or more of our Lord's parables, and an explanation of it with a fair amount of intelligence. The teaching has been decidedly practical, and much credit is due to the head masters, Mr. Riddle, the Rev. J. Hill, Dr. Purcell, and Mr. Baillie for their attention to this important part of the training.

## Lower Division.

I have arranged in the following tables the results of my examination of the several classes in sections A. B. C., in the form of the number per cent. whose exercises are marked by me, excellent, good, fair, moderate, imperfect, or failures.

## First Classes.

| | Dictation. | | | | | | Reading. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. - | 32 | 26 | 26 | 10 | 2 | 4 | — | 42 | 54 | 4 | — | — |
| „ B. - | 15 | 42 | 22 | 11 | 7 | 3 | — | 30 | 60 | 10 | — | — |
| „ C. - | 26 | 26 | 28 | 14 | 4 | 2 | — | 30 | 58 | 12 | — | — |

| | Scripture. | | | | Arithmetic. | | | | | | Geometry. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. | 4 | 62 | 26 | 8 | 4 | 42 | 26 | 18 | — | — | — | 42 | 28 | 26 | — | 4 |
| „ B. | 5 | 78 | 14 | 3 | 3 | 13 | 27 | 20 | 20 | 17 | 2 | 17 | 26 | — | — | 55 |
| „ C. | 2 | 58 | 30 | 10 | — | 12 | 34 | 24 | 20 | 10 | — | 12 | 64 | — | — | 24 |

| | Algebra. | | | | | | Trigonometry. | | | | | | Geography. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. | — | 50 | 34 | 8 | 4 | 4 | — | 4 | 26 | 6 | — | 64 | — | 34 | 28 | 30 | — | 8 |
| „ B. | 2 | 15 | 30 | 8 | 17 | 28 | 2 | 8 | 14 | — | 2 | 74 | — | 7 | 22 | 33 | 8 | 30 |
| „ C. | — | 32 | 22 | 18 | 12 | 16 | — | 42 | 50 | — | 2 | 6 | — | 24 | 32 | 18 | — | 26 |

| | History. | | | | | | Grammar. | | | | | | Lectures. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. | — | 20 | 24 | 32 | 6 | 18 | — | 24 | 42 | 26 | 2 | 6 | 2 | 26 | 38 | 24 | 10 | — |
| „ B. | — | — | — | — | 5 | 95 | — | 20 | 27 | 23 | 5 | 25 | — | 25 | 40 | 16 | 17 | 2 |
| „ C. | — | 4 | 24 | 22 | 2 | 48 | — | 24 | 48 | 20 | 2 | 6 | — | 8 | 24 | 24 | 18 | 26 |

## Second Classes.

| | Dictation. | | | | | | Reading. | | | | | | Scripture. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. | 18 | 36 | 33 | 11 | — | 2 | — | 28 | 68 | 4 | — | — | — | 44 | 49 | 7 | — | — |
| „ B. | 8 | 37 | 25 | 22 | 2 | 6 | — | 2 | 58 | 40 | — | — | — | 69 | 22 | 9 | — | — |
| „ C. | 7 | 50 | 20 | 11 | 2 | 10 | — | 17 | 13 | 4 | 46 | 20 | — | 37 | 26 | 35 | 2 | — |

| | Arithmetic. | | | | | | Geometry. | | | | | | Algebra. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. | — | 16 | 23 | 33 | 26 | 2 | — | 18 | 25 | 47 | 3 | 7 | — | 9 | 16 | 42 | 33 | — |
| „ B. | — | 2 | 6 | 9 | 8 | 75 | — | 8 | 20 | 47 | 25 | — | — | 11 | 31 | 7 | 22 | 29 |
| „ C. | — | 4 | 15 | 4 | 7 | 70 | — | 11 | 22 | 43 | 19 | 5 | — | 17 | 13 | 4 | 46 | 20 |

| | History. | | | | | | Geography. | | | | | | Grammar. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. | — | 40 | 37 | 11 | 2 | 10 | — | 28 | 46 | 21 | 3 | 20 | — | 30 | 30 | 23 | 5 | 12 |
| „ B. | — | 2 | 8 | 2 | 5 | 83 | — | 8 | 28 | 10 | 6 | 48 | — | 11 | 20 | 25 | 6 | 38 |
| „ C. | — | 8 | 4 | 11 | 8 | 69 | — | 4 | 20 | 6 | 4 | 66 | — | — | 17 | 13 | 22 | 48 |

Third Classes.

| | Dictation. | | | | | | Reading. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. - | 26 | 26 | 21 | 23 | 2 | 2 | — | 18 | 58 | 24 | — | — |
| „ B. - | 9 | 22 | 25 | 13 | 2 | 29 | — | 2 | 64 | 34 | — | — |
| „ C. - | 2 | 5 | 25 | 28 | 10 | 30 | — | 10 | 63 | 27 | — | — |

| | Scripture. | | | | | | Arithmetic. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. - | — | 96 | 4 | — | — | — | 25 | 40 | 19 | 16 | — | — |
| „ B. - | — | 59 | 26 | 13 | 2 | — | — | — | 50 | 26 | 18 | 6 |
| „ C. - | — | 92 | 8 | — | — | — | — | — | 55 | 33 | 12 | — |

Fourth Classes.

| | Dictation. | | | | | | Reading. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. - | 2 | 12 | 33 | 21 | 6 | 26 | — | 11 | 48 | 35 | 6 | — |
| „ B. - | — | 8 | 3 | 30 | 2 | 57 | — | — | 8 | 84 | 8 | — |
| „ C. - | — | — | 6 | 6 | 15 | 73 | — | — | 45 | 44 | 11 | — |

| | Scripture. | | | | | | Arithmetic. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E. | G. | F. | M. | I. | 0 | E. | G. | F. | M. | I. | 0 |
| Section A. - | — | 4 | 94 | — | — | 2 | — | 26 | 30 | 23 | 12 | 9 |
| „ B. - | — | — | 98 | — | — | — | — | 2 | 27 | 24 | 45 | 2 |
| „ C. - | Not attempted. | | | | | | — | — | — | 4 | 81 | 15 |

The above results are interesting, as showing the actual state of the school last Midsummer. The classes, however, cannot be considered in a normal state, being all of them more or less encumbered with the backward boys who have failed to enter the nautical division, and yet have a right to remain in the institution until the end of their 15th year.

The per-centages of the fourth classes are instructive, as showing the proficiency, or more properly speaking deficiency, of the great majority of newly entered boys. Thus it appears that 52 per cent. of these completely failed in writing a moderately easy passage from dictation, and as many either failed in working a sum with tolerable correctness in the first four rules of arithmetic, or were but a degree removed from failure.

This is not what we have a right to expect from boys admitted into the institution at 11, at which age, according to your Lordships' Revised Code, in order to entitle school

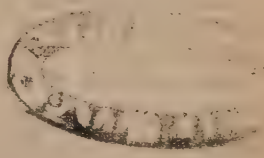
managers to receive a capitation fee on their behalf, they would have been required to write correctly a passage from a newspaper or modern narrative, and work sums correctly in practice and the rule of three.

It is clear that the education of the great majority of boys admitted to this school has been sadly neglected, and there is reason to fear that the friends of boys who are likely to gain admission here are systematically careless in this respect, in the expectation that their early deficiencies will be remedied here. Considering the vast number of elementary schools to be found everywhere, at least in every town of moderate size, where a good education is to be obtained at a trifling cost, it is doubtful whether it be a real kindness to the class from which this institution is recruited to interpret with so much laxity as is now done, the rule establishing the very moderate attainments required for admission.

I have the honor to be, &c.

JOSEPH WOOLLEY.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*



GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector, the* Rev. JOSEPH WOOLLEY, LL.D., late Fellow of St. John's College, Cambridge, *on the* DOCKYARD, ROYAL MARINES', *and other* SCHOOLS *under the* BOARD OF ADMIRALTY.

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MY LORDS, London, January 1862.

IN submitting to your Lordships my report for the year ending August 1861, I have to remark that a very great change has taken place in several of the establishments, the inspection of which is intrusted to me; I allude more especially to the schools on board training ships for boys, which are now being placed on a more permanent and better footing. The changes that have been made, and which are still incomplete, render a detailed report on these establishments impossible and unnecessary.

Dockyard schools.

The dockyard schools have undergone but little change, except that I am fully justified in reporting a great and increasing improvement in the character and attainments of the lads, who receive the appointments of apprentices, and a consequent general improvement in the schools.

Apparatus.

The third set of apparatus was furnished last year to four out of five dockyard schools entitled thereto; from one, Woolwich, the supply was withheld in consequence of a report made to the Lords of the Admiralty that the apprentices did not value the advantages to be derived from the practical illustrations of physical science it is designed to supply; and that the schoolmaster had no time to devote to this purpose. This is much to be regretted, as it is directly at variance with the experience of all the other dockyard schools. The character of the answers which I receive to the questions on physical science which I set at my examinations, shows an appreciable improvement in accuracy and extent of knowledge which are distinctly traceable to these illustrations, which are regularly given in most, I regret to say not in all, of the dockyard schools.

There are several causes in operation which tend to militate against the complete success of these schools, which I proceed very briefly to notice. Causes of incomplete success.

In some of the schools, for instance, the registers of attendance have been very loosely kept. In one I find that no record is kept at all of the actual meeting of the school, only if one of the apprentices happens to be absent, an entry is made opposite to his name in the register. Nothing less satisfactory than this can be well imagined. I have in several previous reports recommended a form of register for adoption generally, such as has been proved by a considerable experience to be valuable at Chatham and Woolwich. Registers.

This register combines in itself a record of the meeting of the school, and of the character and progress of each boy. I cannot too strongly urge its extension to all the other dockyards.

Another fertile source of interruption of school work, and of course great listlessness and apathy in the apprentices, is to be found in the readiness with which the school has been hitherto postponed to examinations for promotion, sometimes onerous from the number of candidates, sometimes trifling; but all equally permitted to be a cause for neglect of the schools. In some of the larger yards, the interruptions arising from this cause have been most serious and calculated greatly to impair the usefulness of the school. Examinations for promotion.

In one dockyard to which I paid a visit without notice shortly before Christmas, I found the master absent, and on his return, seriously setting to work to draw up a report on the examination of three men candidates for the office of foreman of labourers. The question had been set in the morning, and although the practical part of the examination was to come off the following day, I was informed, in justification of this interruption of school work, that the schoolmaster's report was imperatively required that afternoon.

Another source of evil lies in the great variations that have been allowed from time to time to creep into the time tables, so much so that scarcely two yards have the same practice. Attendance.

In the year 1847, a general system was authorized by a circular letter of the Secretary of the Admiralty to the superintendents of the several dockyards, which has been, in most cases superseded by special rules for each school.

It is very desirable that a uniform rule should be laid down and rigidly adhered to in all cases. As I have often insisted, the number of hours per week available for school purposes

is by no means too great, but in some cases this is diminished by lax practice, especially at the times of the year, in the spring and autumn, when the hours of bell-ringing are subject to considerable variation. At one dockyard, also visited without notice, while the lower school assembled at 4.30 p.m., as it ought to do in accordance with the rule, the upper school did not assemble until 6 p.m., the lads thus losing 1½ hours' instruction, the reason assigned being that the alteration required in the Admiralty order had not yet been made. This ought to be impossible.

New rule suggested.

The best remedy would be to lay down a uniform rule for the whole year, independent of the time of bell-ringing. The present rules aim at giving 11 hours per week to the upper, and 14½ to the lower division by a complicate system of change.

I would propose in lieu the following table :—

| | | |
|---|---|---|
| Upper Division | 2 afternoons, | throughout the year. |
| „ „ | 2 evenings, | |
| Lower Division | 3 afternoons, | |
| „ „ | 2 evenings, | |

The afternoon attendances being from 1.30 to 5 ; and the evening attendances from 6 to 8 p.m. in winter, viz., from 1 October to 31 March, and from 6.30 to 8.30 for the remaining six months.

This rule would be free from all possible ambiguity, and give to the master a reasonable interval for refreshment between the afternoon and evening attendances, which the present rule does not provide for.

I may say, that the practice at Deptford and Woolwich has been for some time in accordance with the proposed rule.

Admission of apprentices, effects of.

The mode of admission of apprentices by competitive examination has now been in operation sufficiently long to enable us to form some judgment as to its success, and the results fully warrant the expectations formed of it.

The following table contains the number of apprentices admitted in each yard at the three examinations conducted by the Civil Service Commissioners, and the number of boys of each entry who obtained a place on my list at Midsummer. This list contains the names of 239, out of 376 who attended the examination ; and no one has obtained a place on it who in addition to tolerable general attainments has not correctly solved, at least, one proposition in Euclid, and shown a fair acquaintance with the elementary rules of algebra.

| Name of Dockyard. | No. of Apprentices entered January 1860. | No. on List. | Entered July 1860. | No. on List. | Entered January 1861. | No. on List. |
|---|---|---|---|---|---|---|
| Chatham - | 11 | 3 | 5 | 1 | 5 | 2 |
| Deptford - | 5 | 4 | 3 | 0 | 5 | 0 |
| Devonport - | 10 | 9 | 9 | 9 | 11 | 11 |
| Pembroke - | 7 | 7 | 6 | 4 | 6 | 4 |
| Portsmouth - | 12 | 8 | 8 | 5 | 11 | 9 |
| Sheerness - | 5 | 1 | 7 | 2 | 8 | 3 |
| Woolwich - | 8 | 6 | 7 | 2 | 7 | 1 |

Whence it appears that out of 30 at Devonport only one failed to obtain a place on the list; of 19 at Pembroke four failed; of 31 at Portsmouth nine failed; of 13 at Deptford nine failed; of 22 at Sheerness 16 failed; of 22 at Woolwich 13 failed; and of 21 at Chatham 15 failed.

Devonport appears from this result to be far in advance of all other ports as regards education. Portsmouth and Pembroke take the next place, and at a very long interval follow the four eastern dockyard towns. This is in strict accordance with what we already know of the state of the educational establishments at these places.

Though a knowledge of geometry and algebra does not generally characterize the candidates for apprenticeship at the eastern yards, few seem to fail in acquiring a tolerable knowledge of them after some time; and certainly the set of hopeless dunces, of whom a considerable number was always found in former days, is now entirely eliminated. The least satisfactory results are observable at Chatham and Sheerness; at the latter yard, on one occasion at least, a sufficient number of properly qualified candidates were not found to fill the vacancies.

Several of the younger apprentices at Devonport, Pembroke, and Portsmouth, and one at Sheerness, are lads of great promise.

Superior education.

The system of giving a superior education to a limited number of advanced apprentices works satisfactorily. This class comprehends four at Devonport, two at Pembroke, two at Portsmouth, and one at Chatham. They all give evidence of fairly satisfactory progress; among the seniors, Pryor at

Portsmouth passed the best examination, and Dippey came next, both being deserving of special mention. Of the two juniors, Coller of Portsmouth distinguished himself.

Number of apprentices.

NUMBER of APPRENTICES and others attending the SCHOOLS at CHRISTMAS 1860 and MIDSUMMER 1861.

CHRISTMAS 1860.

| NAME of DOCKYARD. | Year of Service. | | | | | | Total Apprentices. | Factory and Hired Boys. | TOTAL. |
|---|---|---|---|---|---|---|---|---|---|
| | 6 | 5 | 4 | 3 | 2 | 1 | | | |
| Chatham - | 2 | 3 | 4 | 17 | 14 | 16 | 56 | 37 | 93 |
| Deptford - | – | – | 6 | 14 | 9 | 9 | 38 | – | 38 |
| Devonport - | 4 | 4 | 9 | 24 | 18 | 19 | 78 | 4 | 82 |
| Pembroke - | 1 | 3 | 10 | 10 | 9 | 13 | 46 | – | 46 |
| Portsmouth - | – | 1 | 8 | 21 | 18 | 20 | 68 | 35 | 103 |
| Sheerness - | 1 | – | 3 | 18 | 14 | 12 | 48 | 9 | 57 |
| Woolwich - | – | – | – | 17 | 14 | 14 | 45 | — | — |
| Total - | 6 | 11 | 40 | 121 | 96 | 103 | 379 | 92 | 471 |

MIDSUMMER 1861.

| NAME of DOCKYARD. | Year of Service. | | | | | | Total Apprentices. | Factory and Hired Boys. | TOTAL. |
|---|---|---|---|---|---|---|---|---|---|
| | 6 | 5 | 4 | 3 | 2 | 1 | | | |
| Chatham - | – | 3 | 4 | 15 | 18 | 13 | 52 | 37 | 89 |
| Deptford - | – | 1 | 6 | 10 | 9 | 8 | 34 | – | 34 |
| Devonport - | 3 | 3 | 6 | 19 | 19 | 20 | 70 | 10 | 80 |
| Pembroke - | 2 | – | 6 | 7 | 13 | 12 | 40 | – | 40 |
| Portsmouth - | 1 | 2 | 7 | 22 | 21 | 24 | 77 | 35 | 112 |
| Sheerness - | – | 1 | 1 | 21 | 12 | 15 | 50 | 6 | 56 |
| Woolwich - | – | – | – | 16 | 13 | 14 | 43 | 7 | 50 |
| Total - | 6 | 10 | 29 | 110 | 105 | 106 | 366 | 95 | 461 |

Results of examination.

The results of the examination are as follows:—

CHRISTMAS 1860.—Number per Cent.

| NAME of DOCKYARD. | Dictation. | | | | | | Arithmetic, &c. | | | | | | General Information. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. |
| Chatham - | 20 | 20 | 24 | 10 | 10 | 16 | 2 | 14 | 38 | 40 | 4 | 2 | — | 12 | 18 | 24 | 34 | 12 |
| Deptford - | 8 | 19 | 21 | 28 | 5 | 19 | 6 | 6 | 39 | 22 | 19 | 8 | — | 9 | 32 | 38 | 12 | 9 |
| Devonport - | 22 | 30 | 20 | 12 | 6 | 10 | 18 | 32 | 28 | 17 | 3 | 2 | 8 | 25 | 40 | 13 | 9 | — |
| Pembroke - | 8 | 15 | 24 | 9 | 22 | 22 | 20 | 38 | 28 | 9 | 5 | — | 10 | 28 | 36 | 20 | 6 | — |
| Portsmouth - | 10 | 25 | 20 | 14 | 12 | 19 | 6 | 26 | 40 | 20 | 5 | 3 | 4 | 16 | 38 | 22 | 14 | 6 |
| Sheerness - | 10 | 17 | 12 | 15 | 17 | 29 | 4 | 10 | 44 | 28 | 12 | 2 | — | 18 | 34 | 20 | 20 | 8 |
| Woolwich - | — | 34 | 15 | 18 | 13 | 20 | — | 10 | 32 | 20 | 31 | 7 | — | 10 | 32 | 35 | 15 | 8 |

| NAME of DOCKYARD. | Algebra. | | | | | | Higher Mathematics. | | | | | | Solved a Proposition in Euclid. | | | | | | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Book XI. | Book VI. | Book IV. | Book III. | Book II. | Book I. | Failure. | |
| Chatham - | 4 | 8 | 30 | 14 | 26 | 18 | 2 | — | — | — | 2 | — | 2 | 6 | 6 | 6 | 4 | 38 | 30 | 92 |
| Deptford - | 3 | 8 | 27 | 10 | 12 | 40 | — | — | 1 | — | — | — | 8 | 8 | 8 | 18 | 10 | 34 | 14 | 100 |
| Devonport - | 16 | 14 | 32 | 20 | 14 | 4 | — | 3 | 14 | 3 | — | — | 4 | 23 | 4 | 12 | 20 | 21 | — | 84 |
| Pembroke - | — | 18 | 22 | 27 | 18 | 15 | 8 | 8 | 13 | 8 | — | — | 8 | 10 | 8 | 22 | 8 | 42 | 2 | 100 |
| Portsmouth - | 7 | 5 | 24 | 6 | 29 | 29 | — | — | — | — | 2 | — | 3 | 7 | 5 | 8 | 17 | 36 | 2 | 78 |
| Sheerness - | 4 | 8 | 23 | 18 | 10 | 37 | 2 | — | 2 | — | 2 | — | — | 15 | 2 | 2 | 15 | 56 | 10 | 100 |
| Woolwich - | — | 4 | 43 | 18 | 10 | 25 | — | — | 4 | — | — | — | — | 13 | 4 | 16 | — | 45 | 22 | 100 |

MIDSUMMER 1861. Number per Cent.

| NAME of DOCKYARD. | Dictation. | | | | | | Arithmetic, &c. | | | | | | General Information. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. |
| Chatham - - | 24 | 24 | 34 | 14 | 2 | 2 | 8 | 19 | 23 | 37 | 11 | 2 | 2 | 10 | 21 | 23 | 34 | 10 |
| Deptford - - | 28 | 26 | 21 | 16 | 3 | 6 | 6 | 9 | 47 | 19 | 16 | 3 | 0 | 9 | 38 | 35 | 9 | 9 |
| Devonport - - | 30 | 30 | 16 | 12 | 8 | 4 | 35 | 36 | 23 | 1 | 0 | 5 | 9 | 23 | 44 | 17 | 7 | 0 |
| Pembroke - - | 24 | 22 | 26 | 10 | 12 | 6 | 30 | 30 | 34 | 4 | – | 2 | 8 | 32 | 42 | 13 | 5 | 0 |
| Portsmouth - - | 16 | 28 | 26 | 12 | 10 | 10 | 11 | 32 | 43 | 7 | 3 | 2 | 4 | 20 | 46 | 18 | 8 | 4 |
| Sheerness - - | 14 | 20 | 16 | 14 | 17 | 19 | 8 | 15 | 40 | 17 | 18 | 2 | – | 23 | 35 | 14 | 19 | 9 |
| Woolwich - - | 10 | 25 | 25 | 13 | 13 | 14 | 0 | 21 | 33 | 21 | 25 | – | – | 14 | 35 | 37 | 14 | 0 |

| NAME of DOCKYARD. | Algebra. | | | | | | Higher Mathematics. | | | | | | Solved a Proposition in Euclid. | | | | | | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Excellent. | Good. | Fair. | Moderate. | Indifferent. | Failure. | Book XI. | Book VI. | Book IV. | Book III. | Book II. | Book I. | Failure. | |
| Chatham - - | – | 10 | 34 | 18 | 26 | 12 | 2 | – | 2 | – | 4 | – | – | 8 | 8 | 4 | 4 | 36 | 32 | 92 |
| Deptford - - | 3 | 11 | 29 | 15 | 13 | 29 | – | 3 | – | – | – | – | – | 9 | 12 | 21 | 9 | 33 | 18 | 100 |
| Devonport - - | 20 | 18 | 30 | 18 | 12 | 2 | 2 | 4 | 12 | 3 | – | – | 6 | 24 | 4 | 9 | 15 | 30 | – | 88 |
| Pembroke - - | 10 | 16 | 28 | 20 | 14 | 12 | 6 | 10 | 15 | 7 | – | – | 6 | 13 | 2 | 21 | 10 | 48 | – | 100 |
| Portsmouth - - | 12 | 18 | 18 | 13 | 14 | 25 | – | – | 6 | – | 2 | – | 4 | 9 | 5 | 9 | 13 | 37 | 3 | 80 |
| Sheerness - - | 4 | 10 | 34 | 24 | 8 | 30 | 2 | 2 | – | – | – | – | – | 12 | 8 | 10 | 9 | 49 | 12 | 100 |
| Woolwich - - | – | 6 | 45 | 21 | 12 | 16 | – | – | 5 | – | – | – | – | 11 | 7 | 21 | – | 48 | 13 | 100 |

*Chatham.*

This school has hitherto disappointed me in my expectations of improvement. The attainments generally, and more especially in geometry and algebra, are far below what might have been reasonably expected. The discipline is improved. Accuracy and thorough grounding are much required.

*Deptford.*

This school is doing fairly.

*Devonport.*

This still maintains its place as first in efficiency. Several of the apprentices passed an excellent examination; of these, two, Fogwell and Bone, have been appointed to undergo the superior course of instruction. Mr. Cock, the second master, who was very painstaking and efficient, has, to the great regret of all who knew him, been removed by the hand of Providence. A successor has not yet been appointed. Mr. Rae continues to labour here with indefatigable zeal and success.

*Pembroke.*

I had reason to suspect copying among some of the elder boys at the Christmas examination. In other respects it is going on much as usual.

*Portsmouth.*

The mathematical attainments of the senior boys continues good. Mr. Geo. Macavoy succeeded to the second mastership of this school at Christmas; there are symptoms of improvement under his care, but it is premature to offer a decided opinion on this point at present. Mr. Macavoy holds one of your Lordships' certificates (2 class, 1 division), and completed his time as an apprentice at Woolwich with much credit.

*Sheerness.*

This school remains, on the whole, stationary, and shows little improvement. One of the younger apprentices holds out great promise.

*Woolwich.*

This school is altogether on a lower level than the other schools. The tone does not seem materially improved.

The following distinguished themselves at the examinations:

| | | | |
|---|---|---|---|
| Coller, W. | Portsmouth. | Gowings, W. | Devonport. |
| Wildish, Jos. | Chatham. | Rickard, Geo. | Devonport. |
| Darton, M. | Sheerness. | While, H. | Devonport. |
| White, W. H. | Devonport. | Harris, Jn. | Pembroke. |
| Fitze, W. | Devonport. | Marsh, W. | Pembroke. |
| Mitchell, Geo. E. | Devonport. | Elgar, F. | Portsmouth. |
| Fogwell, Alex. | Devonport. | Richards, W. | Pembroke. |
| Bone, W. | Devonport. | Edgcumbe, Geo. | Devonport. |
| John, W. | Pembroke. | | |

*Malta.*

The accounts from Malta continue satisfactory.

ROYAL MARINES' SCHOOLS.

There is hope that some improvements will be made in these schools. I have on several previous occasions pointed out the measures that appear to be necessary for putting them into a state of efficiency. These involve an infant school, or, at least, an infant department to the girls' schools. Pupil-teachers to both boys' and girls' schools, and an improvement in the position of the teachers as regards pay. I have nothing further to add on this head.

Considering the comparative disadvantage at which they work, they are on the whole satisfactory.

All the schoolmasters are now trained men, and, as regards them, nothing is left to be desired. Their assistants, however, are for the most part men who are appointed to this duty for a short time, and have, therefore, no special interest in their work, and no sufficient inducement to make themselves efficient teachers; nor can the masters be expected to bestow much pains on the training of men whom the routine of the service may remove from the school at any moment. It is to remedy this defect that I recommend either permanent assistants, as in the army, or a combination of assistants for the adult school with pupil-teachers for the boys. The mistresses with schools of 50 or 60, and in one case 100 children, cannot perform their duties efficiently without help, which would be afforded them most conveniently in the form of pupil-teachers.

*Chatham.*

Boys' school.—This school is most carefully and successfully taught by schoolmaster Kelly. The organization is very good, and the instruction very well graduated in the different classes. The subjects of instruction embrace a wide range, and are well taught. Arithmetic especially is sound and comprehensive. Several of the boys study geometry, and worked

an easy quadratic equation. The discipline and tone were good.

Girls' school.—This is held in a very inconvenient room, which renders perfect organization and the most approved methods of teaching impossible. Miss Coney does her best and is successful, so far as she has scope for her labours.

*Plymouth.*

Boys.—This has greatly improved in all respects under schoolmaster Webster, and bids fair to become a really good school.

Girls.—This school is in a state of moderate efficiency. The schoolmistress, Miss Cox, is young, and does her best. I should like to see more progress. The girls are still very backward, especially in arithmetic.

*Portsmouth.*

Boys.—This school is going on satisfactorily. The first class is very small, owing to the early age at which the boys are removed. The greater part of the children are very young. Mr. Fox is a judicious and careful teacher.

Girls.—Mrs. Deverell deserves great credit for the state of her school, which is far the best of the divisional girls' schools. Her success would be still more decided, had she the advantage of a regular assistant.

*Woolwich.*

Boys.—This school is in a fairly satisfactory state. There has been a difficulty with regard to the discipline, which seems to have been too severe, especially with regard to the younger children. This is now happily removed.

Girls.—This school continues in a state which I cannot describe as satisfactory. There is an admirable opportunity here for engrafting an infant department on it, as there are two schoolrooms, and the lower with very little alteration could be admirably adapted to the purpose of teaching infants on the most approved methods.

SCHOOLS ON BOARD SHIPS.

Very considerable changes are in course of being made in these schools. Since my last report several ships have been commissioned expressly for the purpose of training second-class boys, and the mixture of first and second class boys in the same ship is no longer to be permitted.

The boys have lately been removed from the "Victory" to the "St. Vincent," which is commissioned as a training ship

for 400 boys. The "Impregnable" at Devonport has ceased to be the flag-ship of the Port Admiral, and has been commissioned as a training ship by Commander Tremlett, who has had great experience in this department, having been first Lieutenant of the "Royal William," and subsequently for three years commander of the "Impregnable."

H.M.S. "Implacable" has been commissioned as a training ship for 400 boys at Devonport for more than a year, and I have paid two visits to it.

H.M.S. "Eagle" has been in commission for the same purpose at Southampton for nearly a year, and is to be replaced by a two-decker capable of accommodating 400 boys. Commander Strode, who had three years' experience as commander of the "Victory," has the command.

H.M.S. "Wellesley" at Chatham is commissioned also as a training ship for 250 boys.

Besides these, H.M.S. "Excellent" at Portsmouth, and "Cambridge" at Plymouth, gunnery training ships, have schools on board for both boys and adults.

The only establishments which demand special remark are the schools on board H.M.S. "Excellent," "Cambridge," "Implacable," "Eagle," "Victory," and "Impregnable"; the school establishment of the latter, with its staff, having been transferred to H.M.S. "St. Vincent."

*H.M.S. "Excellent."*—The boys' school here is going on fairly. There is an adult school under Mr. Webb, who for some years conducted very efficiently the boys' school. This is established for the benefit of the seamen who are training as gunners, and seems to answer its purpose satisfactorily.

*H.M.S. "Cambridge."*—The attainments were not equal to what they where when I last reported on this school, which seems to be doing its work pretty fairly.

There is here also an adult school, conducted on the same plan as that on board the "Excellent."

*H.M.S. "Victory."*—The state of this school continues satisfactory.

*H.M.S. "Impregnable."*—The school here has been carefully looked after, and more intelligence shown by the boys than in previous years.

*H.M.S. "Implacable."*—The school here depended entirely for its efficiency on the personal labours of the indefatigable chaplain, the Rev. W. Whitmarsh, who has been appointed to this ship from the "Impregnable." The masters seemed to me quite below their work, not having had any experience in teaching large classes of boys. The attendance of each boy at school, moreover, was very scanty, not more than seven or

eight days in two months, and even this liable to great interruption. Much progress was of course impossible under such conditions.

*H.M.S. "Eagle."*—Here I found the school attendance amply provided for and regular. Commander Strode had succeeded in obtaining the services of two men trained at Chichester for two years and placed at the Chichester examination for 1860 in the second and third classes for the second year. The school has made a good start under these favourable circumstances. The more advanced boys were carefully instructed in composition; and means taken to cultivate their intelligence. The masters receive every support from Commander Strode, and from the chaplain, the Rev. J. J. Balleine, who not only superintends the religious instruction, but takes an active part in teaching composition.

I regret that from the causes I have mentioned this part of my report for the present year is meagre, consisting more in expressing hopes for the future than in dwelling on what has been hitherto done. I trust that in another year I may be able somewhat to reverse this distribution of topics.

I have the honor to be, &c.

JOSEPH WOOLLEY.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

# Appendix No. 4.

## REPORTS OF HER MAJESTY'S INSPECTORS, ON POOR LAW AND RAGGED SCHOOLS.

## General Report, *for the Year* 1861, *by Her Majesty's Inspector*, E. Carleton Tufnell, Esq., *on the* Schools of Parochial Unions *inspected by him in the* Metropolitan District.

My Lords,

I last year presented in my report some details showing the extraordinary healthy condition of the children in the district schools, and as the accuracy of those statements has been much questioned, I wish to lay before you another year's experience in the same schools. By the evidence I shall produce, I can show the same favourable proofs as before of extreme health, as proved by a low death-rate, and thus that my former statement was in no respect exceptional. Health of children.

There are three large district schools belonging to the metropolis, and I give below a Table showing the average number of children in each school during the year, the number who died being six years old and under, the number who died above that age, and the per-centage of such deaths on the average numbers in each school.

| | Average No. of Children in the School in 1861. | No. of Deaths at Six Years of age and under. | No. of Deaths over Six Years of age. | Per-centage of Deaths on the average attendance of Children. |
|---|---|---|---|---|
| Central London District School - | 1,032 | 9 | 6 | 1·4 |
| North Surrey District School - | 629 | 2 | 3 | ·7 |
| South Metropolitan District School | 845 | 3 | 3 | ·7 |
| Totals - - - - | 2,506 | 14 | 12 | — |

I have separated in the above table the deaths of those who died in infancy, being six years old and under, from those who died above that age, as it is well known that children under six are much more liable to death than elder ones, and this division makes it more easy to compare the death-rate with schools, where infants are not admitted. Still upon the whole the rate of mortality is extremely low. Taking the whole average number of children attending during the year, there were 26 deaths among 2,506 children, or about 1 per cent. I gave in my last report a calculation based on

a public document, showing that the actual per-centage of mortality generally among children of the ages in these schools is 12 per cent., that is, the deaths among a similar number of children in London not in these schools, would be 300; here it was only 26, and therefore the difference of these two numbers, 274, is the number of lives saved in a year by the establishment of these district schools.

The deaths in the Central London school appear to be higher than the others, which is accounted for by the fact, that that school adopts the rule of refusing no child, however young or however ill, and of course such a rule increases the apparent mortality without any reflection on the management. The two other district schools profess to receive no children who are ill or under two years of age. The rule, however, as respects the non-reception of sick children is often inadvertently violated, and thus 4 of the children who died in the North Surrey school and one in the South Metropolitan were admitted when suffering from diseases which subsequently caused their death. Were these subtracted, the deaths in those two schools would appear incredibly low.

Some of the separate schools, which do not come under the denomination of district schools, also present unusual proofs of healthiness in the children. In the school belong to St. George the Martyr at Mitcham, containing 200 children, the deaths were only one per cent., both infants; and in the Stepney school, where the average number is 406, 9 infants and 2 juvenile children, making 2·6 per cent, died in the year. But the Stepney school, like the Central London, adopts the uncommon rule of refusing no child, however ill, and thus, of the 11 who died, 9 were admitted in a state of sickness. I may also state, as a proof of the large proportional mortality in London of infants, that in the year 1861, 1336 persons died in the parishes forming the Stepney Union, of whom 659, or nearly one-half, were under five years of age.

Low as is the mortality in the above-mentioned schools, I am disposed to think that it might be estimated still lower. The calculation is made on the average attendance, but the actual number who pass through each school in a year is double the average attendance. Thus it might possibly be fairer to say that the 26 deaths occurred among twice 2,420 or 4,840 children, which would reduce the death-rate by one-half. The Stepney rate is calculated on 406 children, whereas the number who passed through the school in the year was 882. If we consider that all who leave are healthy, and that many who are admitted are weak and unhealthy, and further that all the children are of the lowest physical stamina, the

excellent management of these schools will appear in the strongest light. There is no secret in the methods adopted; they simply consist in the practice of sanitary regulations that are universally known, though rarely followed. Plain food and clothing (costing 3*s.* 2½*d.* per week for each child), a due mixture of bodily and mental labour, abundant washing, cleanliness, and bathing, are the sole sources of the health and vitality of these children.

Best kinds of industrial instruction.

I have discussed the subject of industrial instruction in several former reports, but the subject is so important, and has such special reference to pauper schools, in which part of the education must be industrial, that I must beg leave to revert to it.

As respects boys, almost every conceivable species of industry, that it was possible to introduce into a school, has been tried in the large London establishments. We have set up all the appliances and arrangements necessary to make shoemakers, tailors, bristle-sorters, painters, glaziers, bakers, carpenters, engineers, gardeners, army musicians, seamen; and the experience now gained is sufficient to enable us to decide which of the above occupations best answer the object in view—to fit the boys to gain in after-life an independent livelihood. The worse trades to bring them up to are the two first on the above list, those of shoemaking and tailoring. Boys brought up to these trades, which are almost always overstocked with workmen, often become applicants for parish assistance in after-life; and some guardians have even assured me that the majority of boys apprenticed as shoemakers turn out eventually paupers. But the schools must be supplied with clothes, and it would be ruinous and inconvenient not to have the means of repairing them at hand. Hence, it is necessary to have shoemaking and tailoring practised in the school. Further, whatever trades the children are brought up to, they will find it very useful and economical to be able to repair their own clothes. Hence, it is useful to cause all the boys to pass a certain time in the shoemaking and tailoring shops, not with a view of making them shoemakers or tailors, but to teach them to mend their own clothes. The third occupation on my list—bristle-sorting—cannot be too severely stigmatized, but it is now abolished everywhere. Painting, glazing, baking are desirable trades, though not particularly healthy ones; but there is generally a demand for boys instructed in them, and as these trades furnish fair wages and constant employment, there is no special objection to them. Carpentering and engineering are both excellent trades, but it is not possible to bring up more than eight or ten boys in any school to them, as the requirements of the establishments could

not find work for a greater number, and in fact, except in very large schools, it is impossible to introduce these occupations at all. Gardening is useful in improving the health of some children in the metropolitan schools, and it is important as furnishing an abundance of vegetables and milk to the dietary table; but as respects fitting the children for their future career, I have found it to be quite nugatory in London and in all large town schools. In agricultural unions, it is useful as a preparation for future life, and for the purposes of health, it is desirable to introduce it to a certain extent in all pauper schools.

The two last occupations mentioned in the above list, music and seamenship, are, in my opinion, the best of all for this class of children, and it may be proper that I should mention more at length why I advocate them.

The widest experience has now proved indisputably, that where children from these schools go wrong, and fail to become honest and independent workpeople, when launched into the world, it is in almost every instance attributable to the influence of their parents or former acquaintances. And it is easy to understand why it is so. They usually spring from the lowest origin, their title to admission to the school being the destitute condition of their parents. And though destitution does not imply criminality, it is known that the criminal population is usually among the most destitute. Hence the desirableness of placing these children, when they leave school, in situations as far as possible removed from their own parishes and acquaintances. You thereby take the surest means of promoting their future welfare. Now, if they are provided for in the army, the navy, or the merchant service, this condition is most fully met. They are then entirely removed from their old haunts and acquaintance, and almost invariably give the highest satisfaction to their employers.

Musicians for the army.

The only part of the army for which it is possible to prepare boys at the age they leave the school is the musical service; and now every one of the large pauper schools in my district maintains a brass band among the boys, while about 200 musicians, all thoroughly well instructed in the rudiments of music, who can write out their parts, and play ordinary tunes almost at sight, are yearly enlisted into the regimental bands. As this industry is not suited to ordinary village schools, and there are only two government schools, viz., at Greenwich and Chelsea, that in any way compete with the pauper schools in music, these schools have almost a monopoly in supplying musicians to the army, and in this way, I think, may claim to do the state some service.

Training sailors for the navy.

But it is my impression that a far greater public service may be performed by improving the means of preparing candidates for the sea service in these schools. This has been done in a few instances, and with such marked success, that I think I can show that even some considerable assistance towards manning the Royal Navy may be derived by the more general adoption of methods, whose utility in producing the end in view has been proved by experience.

Several years ago the Central London District school, then located at Norwood, caused a 200 ton ship, with all the requisite sails, yards, &c., to be erected in the playground; a class of 50 boys was selected to be trained as sailors, by continued exercise on the ship, in mounting aloft, furling and setting sails, &c., under a seaman engaged as an instructor for this special purpose. It had always been the practice to send several boys yearly from this school to the sea service, but it was soon found that this training on the ship made the boys much more acceptable to sea captains, who were now willing to engage them without premiums, and who declared that the knowledge thus acquired by these youthful sailors was worth two years of age. They preferred boys of 13 thus trained to boys of 15 untrained.

When the Central London school was removed from Norwood to Hanwell, the ship was not re-erected, and now the Stepney Union school is the only one that adopts this effectual mode of training boys for the sea service. That school has now supplied yearly between 30 and 40 boys to the merchant or Queen's service, and it is found that the demand for boys so trained is much beyond the number that can be supplied.

I will mention some anecdotes to show the efficiency of this species of training. A captain of a merchant vessel came to the Stepney school, and said, "I have seen a little boy at "sea scarcely higher than a coil of rope, who has been trained "in this school, and he conducts himself so well, and is so "active and useful, that I am determined to have a boy like "him, if I can obtain one."

Another day the owner of a vessel called at the school, and said that as his ship was going down Channel on her last voyage, with one of the boys from the school on board, the pilot said, "It would be as well if the royal were lowered; I wish it were down." Without waiting for any orders, and unobserved by the pilot, the lad, whom they had taken on board from the school, instantly mounted the mast and lowered the royal, and at the next glance of the pilot to the masthead, he perceived that the sail had been let down. He exclaimed,

"Who's done that job?" The owner, who was on board, said, "That was the little fellow whom I put on board two days ago." The pilot immediately said, "Why, where could he have been brought up?" That boy had never seen the sea, or been on a real ship before, but these and similar facts, which I could relate, appear to me to prove that it is possible to turn boys into not inefficient sailors by appropriate arrangements on dry land; and such also has been the practical result from the adoption of similar methods of training in some continental schools.

I should observe that, at the Stepney school, the sailor class sleep in hammocks, and are all taught to swim, and most of them to dive. I have often observed the terror of a boy when he first mounts the mast, or mans the yards in the school-ship. Nearly every one experiences some fear on first ascending heights; the boys soon so completely get over this feeling, that they seem to take delight in running over the rigging like monkeys, and are especially pleased at sitting on the main truck, the highest part of the main-mast.

The following extract from the last report from the superintendent of the Stepney school is interesting, as respects the training for the two vocations—music and the navy, which I have been advocating, and which is admirably carried on in that establishment:—

"I have to state that the demand for boys far exceeds the supply, and that it has been with difficulty, owing to their being young and diminutive in stature, that those sent to situations during the year have been fitted, by special training, for their respective callings as sailors, and as musicians for the army. On comparing the year 1851 with the past year, I find that the boys who were old enough to get their living by their own industry, and who entered the navy in 1851, did so at an average rate of wages, for the term of their engagement, of nearly one-third less than those of the past year. This I think clearly illustrates the value of that special training which you provide for the boys who enter the navy.

"With regard to the instruction in instrumental music as an industrial occupation, its complete success, and the excellent provision made for the boys who are old enough to leave the establishment, and the raising them entirely from pauperism, is a matter, in point of economy as well as utility, of the highest importance to the various parishes forming the Stepney union. Since the formation of the band, 48 boys have been thus well provided for, and the testimony, as to their conduct and progress, has been in every case most satisfactory."

Of course the training for seamen very much diminishes the chances of accidents at sea, and I will mention one anecdote to prove the effect. Two boys were engaged on board a ship from a pauper school, where no special training for the sea has been introduced. One of them was sent to perform some work on the bowsprit, when he fell off and was drowned. The other boy was so affected by his comrade's death, that he

immediately forsook the sea service, and thus two sailors were lost. Had the boy who was thus drowned been properly trained to ship-climbing and swimming, he probably would not have fallen off, or, if he had fallen, he might have saved his life by swimming.

Seeing so much can be done by land training for sea service, it is my firm persuasion, having had the means of witnessing the effect in both cases, that as respects boys, it is a much better plan to train them in a school fitted up in the way I have described than in a ship moored in a harbour. A ship on dry land need not differ in any material particular from a ship that never moves from its moorings in a harbour; and I do not know that there is any point of inferiority in the former arrangement, except in the impossibility of teaching the boys to row, and this is very soon learnt on actual service, and even might be taught at school if it was situated near any large body of water. As respects every other difference in the two methods of training, the dry land plan has far the advantage. The small area of a ship restricts the accommodation for school-rooms, eating-rooms, bed-rooms, recreation, to a most inconvenient and often unhealthy degree. The teachers' private apartments are often so confined when afloat, that many refuse to undertake the office of schoolmaster in a ship, while abundant room for all these requirements may be easily supplied in a school on shore.

It is very well to put criminals in a ship, as the chances of escape are thereby much reduced, but as respects training boys for seamen or the children of the higher classes for midshipmen, I believe, having observed both processes, that it is a mistake to have any training ships at all, and that all schools for the purpose should be established on land, and if possible on the seashore.

Every large pauper school sends many boys yearly to sea, but Stepney is the only school that now trains them properly, and if the advantages are so great, why, it may be asked, does not every school adopt the same methods by erecting a ship. The Admiralty have agreed to allow all the requisite materials to be taken from the dockyards at cost price, and yet the schools generally have neglected this offer. The explanation I believe to be, that the guardians have lately expended very large sums in erecting and furnishing schools for their children. In London alone the buildings erected in the last ten years have cost more than a quarter of a million, and as there is no material difficulty in providing for the boys, the guardians are unwilling to incur the additional

expense of erecting a ship, which though furnished at cost price would impose an expenditure of not less than 200*l.*

I have stated above the desirableness of sending boys of this description to sea, as they are thereby removed from those influences that tend to reduce them to pauperism or crime. But further, would it not promote the public interests to present yearly to the sea service some hundred boys, already three parts seamen, and thus capable of becoming able seamen, as experience shows, two years sooner than they otherwise would. Would it not be justifiable for such a great public object, if the Government were to present, as a free gift, sufficient materials from the dockyards to erect a training ship in every school that would comply with the requisite conditions. There are not more than 15 schools in England large enough to make it worth while to resort to this special industrial training, consequently the expense to Government would be very trifling, and I will briefly detail the public advantages that would result from this procedure.

There are nine pauper schools belonging to the metropolis that might avail themselves of the offer, and supposing all the requisite arrangements made, they would be enabled to supply yearly at least 400 boys 14 years of age, so far instructed in seamanship as to be three parts sailors the instant they step on board. I could warrant that they all should be able to mount aloft without hesitation, to set and take in the sails, and to make the different knots and splices; they shall know the various ropes and parts of a ship, and be able to box the compass; they shall all be able to mend their own clothes, to swim, to read any ordinary English book with facility, to write from dictation sufficient to pass the civil service examinations, and to be conversant with arithmetic as far as decimals. The Admiralty might, if they pleased, send an agent to the schools, to see that the boys were properly instructed in the above subjects, and if in these days of steam a knowledge of the steam engine should be deemed requisite, they shall all be taught to know its various parts and their uses.

There is, however, one point, and one point only in which it would be impossible to meet the Admiralty requirements, if enforced in their full rigour. Nearly all the schools that are large enough to adopt these arrangements are schools belonging to town unions or parishes, and it is the characteristic of the lower classes in all large cities, in London especially, to be of extremely low stature. About three-fourths of these large schools are in London, and I can confidently aver of the children these schools would supply, that in every requirement,

excepting height, they would form first-rate sailors. I assert this, not only from actual experience of such as have entered the naval service, but from consideration of their peculiar characters and dispositions. They are extremely intelligent, active, courageous, good-humoured, patient, not easily provoked, and endowed with sharpness and presence of mind that fit them to contend with emergencies. In all these qualities they are very superior to country-bred children, who only surpass them in personal appearance. A gentleman who had engaged several of them, and to whom the remark was made that he might have procured much finer boys from the country, replied, "Yes, but these London boys always understand what you say, and you can teach them anything without any trouble."

However, even if these boys, who had passed through the training for sailors, were refused admittance into the Royal Navy on leaving school at 14 owing to defect of height, which by the Admiralty rule must not be less than 4 feet 8 inches, they would not be lost to the service. The result would simply be, that they would first enter the merchant service, where there is always a demand for boys so trained, and then when they had become able seamen they would very generally transfer themselves at the first opportunity to the Queen's ships. The reason for this preference for the Royal Navy, which I have found these youths generally have, is, that in these large schools they are thoroughly disciplined; and when they enter merchant vessels, the absence of that discipline and order to which they have been accustomed is rather disagreeable to them, and they prefer the navy, where the rules are more in accordance with their own previous habits of regularity and order.

Dangers to female children when out of service, and remedy.

The female children who are placed in situations from the pauper schools, are, when out of place, exposed to dangers, which have lately been pressed upon my notice, and for which I am desirous of suggesting a remedy. As they are mostly without relatives, or such only as it would be desirable to avoid, they have often no other place to take refuge in, when out of situations, than the workhouse, where, being above school age, they can only be placed in the adult wards. Their demoralisation and ruin is the almost certain result of a mixture with the women who crowd the adult wards of a town workhouse, and the Rev. S. V. Edwards, the chaplain of the Central London District school, who has paid unusual attention to this subject, proposes a plan to meet this evil, which I give below.

He only refers to children without relatives, and appears to confine the proposal to girls trained in district schools. But

in my opinion it is equally applicable to those with parents, who in this class of life are generally anything but respectable; and it certainly ought not to be restricted to children brought up in district schools, but should be extended to all pauper schools separated from workhouses, which are in many cases but little inferior to district schools.

"I propose that orphan children, deserted children, or children who have no relatives to go to, when out of place, being above the age of 16 and under 21, should be allowed to return to the district school at which they have been trained and educated, instead of having to seek a temporary home in a workhouse, and until able to obtain a suitable situation from the school, that such young persons (between the ages of 16 and 21) should be allowed to remain in the establishment, receiving during their temporary sojourn at the school, rations, clothing, &c., *but no wages*, for their services as domestic servants.

"Thus a 'Home' with industrial training, free of charge, would be secured for these orphans or deserted children while out of place, and persons requiring servants more experienced than children of 14 (the age at which they usually are now sent to service) would gladly apply at our district schools, when it became generally known that young persons of good character and fitted for domestic service, from 16 to 21 years of age, might be obtained by personal application to the school authorities. There would be no difficulty in obtaining most eligible situations for these young persons; for as chaplain visiting the children sent to service from the Central London District school since 1854, I have had frequent applications for several trained by us, the parties supposing that their age would be from 17 to 20. In an application just received from a lady, the wife of a general officer residing in Hertfordshire, for two girls to be trained as under cook and housemaid, there is so pleasing a testimony to the moral and industrial training of our children, that I beg to give the following extract from her note, dated July 4th, 1861. 'Her reason for making a second application for a girl 'from the Central London District school is that she had a trial of a 'servant trained in it, who was not only a thorough good servant but a 'good respectable young woman, very different from others. Mrs. —— is 'so much distressed and troubled to get a thoroughly well-brought up girl, 'that she hopes the board of management will allow her two girls.'

"Should the plan I have humbly suggested be adopted by the Government, and boards of guardians have legal sanction to receive orphan or deserted girls (between the ages of 16 and 21) at district schools, instead of sending them to the workhouse as adult paupers, I confidently believe that the standard of excellence among young persons thus trained for domestic service would be greatly increased, that the parochial burden would be rather lessened than increased, and the children in our district (especially the orphans) might be sent out to service at 16 years of age, far better educated, better trained, and consequently far less likely ever to become a burden on the parish, or a disgrace to society, than when sent forth as now at 14, mere children in years, knowledge, and experience, with no other prospect, should they fail to keep their situation, than the workhouse, the prison, or the streets."

Should the above proposal be carried out, I do not anticipate that any large number of girls would avail themselves of it, or that, if admitted to the schools in the way mentioned, they would stay any long time. The demand for respectable female

servants is so constant, that no young person of this description, if of good character, need remain long out of a situation.

The Industrial Schools Act, passed last Session, places all certified schools under the supervision of the Home Department, and consequently I inspect them no longer. But there is one clause in this Act, which incidentally affects the business of my department. This clause, the 8th, is "the guardians "of any union or parish wherein the relief of the poor is admi- "nistered by a board of guardians, may, if they deem proper, "with consent of the Poor Law Board, contract with the "managers of any certified industrial school, for the mainte- "nance and education of any pauper child." Several schools, among which I may especially mention as worthy of imitation the Brockham Home, near Reigate, have been founded by benevolent persons, for the express purpose of receiving pauper children; and now the above clause removes all doubt as to the power of boards of guardians to send children to such schools, when certified. Town unions ought, I think, to avail themselves of the District Schools Act, but as I believe that that Act will never be applied to country unions, I can only hope that country boards of guardians will endeavour to profit by the clause in the Industrial Schools Act above recited, and send their children to certified schools. There is only one point in which I could wish the law altered, as I cannot see why guardians should be restricted to certified schools in the selection of places for their children. Certified schools are intended for semi-criminal children, and it is of the greatest importance not to throw the stigma of criminality on pauper children. Therefore I cannot understand why any schools, after due inspection by the authorities, should not be empowered to receive children from the workhouses. The general establishment of such schools, and the reception therein of pauper children, affords the only chance I can perceive of the removal of children in country districts from the contamination that too often results from a residence under the same roof with adult paupers.

I have the honor to be, &c.

E. Carleton Tufnell.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, H. G. BOWYER, Esq., *on the* PAROCHIAL UNION SCHOOLS *inspected by him in the* EASTERN *and* MIDLAND DISTRICT.

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MY LORDS,

SINCE my last general report the county of Derby has been added to my district, which now consists of 12 counties, and portions of four others, containing in all 156 unions.

## WORKHOUSE TEACHERS.

Improved moral character of workhouse teachers.

In several of the reports which I had the honor to submit to your Lordships some years ago, I was compelled to give a not very favourable account of the moral characteristics of a portion of the teachers in workhouses, and especially of the masters; the last occasion in which I did so was in my general report for the year 1857; from that period, however, dates an improvement in the moral tone of the educational staff of workhouse schools, which has happily continued down to the present time, and may reasonably be expected to prove lasting. The causes of this happy change I apprehend to be the increased care with which boards of guardians investigate the characters of candidates for appointment, their greater insight into the futility of written certificates of character, and the inexorable vigilance with which the Poor Law Board closes the doors of the schools under its charge to those teachers whose conduct has been unfavourably reported to them by boards of guardians in whose service they may have been previously employed. These causes, seconded by the constant supervision of a body of zealous and able poor law inspectors, and by the operation of the system, devised by your Lordships, of annual certificates, liable to be lowered or even cancelled in cases of misconduct, have probably at length convinced the ever active class of half-educated and loose principled persons who formerly beset the board room on a day of election, that a workhouse school will no longer be suffered to become the refuge of those who have proved unfit for anything else.

I may now describe the teachers in my district as, on the whole, a very respectable, hard working, and conscientious class of persons, who make up by diligence and devotion to their duties, for deficiencies under which many of them labour in regard to ability and instruction. This is especially the

case with the mistresses, who, though generally inferior in education to the masters, are as superior to them in moral qualities, more refined in manners, less restless in disposition, and more attached to their pupils. They are not only the teachers but the nurses of the children under their charge, many of whom are infants; and the services they render must not be measured by what they teach their pupils, which is often feeble and mechanical, but by the refining and humanizing influence they exercise upon their characters.

Teachers who have obtained certificates of efficiency or competency.

There are, at present, very few trained teachers in my district, and only two masters and one mistress (all of whom are untrained) have reached the highest place in the gradation of certificates awarded to workhouse teachers; these also have only attained their present honourable position after long and unexceptionally efficient service in the same school; in one instance (that of the master of the Mitford and Launditch Union School) extending to 20 years. On the same principle have been awarded the other gradations of the certificate of efficiency, as well as, in general, the two higher gradations of that of competency, so that those teachers who have obtained them may be considered to have earned their position by more valuable qualities than mere attainments or skill in teaching.

Teachers who have received certificates of probation.

These teachers, however, form but a small minority in comparison to those who have received certificates of probation, who amount to about three times the number of the competency, and nine times the number of the efficiency class of teachers. They form the stationary portion of the workhouse educational staff, very few of them having ever risen above their present rank. Indeed, the certificate by which their peculiar degree of qualification for their office is designated, must be considered somewhat of a misnomer, since what was supposed to be a transitory state of trial has proved to be a permanent condition. Most of them, however, though possessing no more than a respectable acquaintance with scripture, a fair amount of proficiency in arithmetic, a fair handwriting, and a tolerable knowledge of geography, are by no means inefficient teachers of the *essentials* of instruction to the small numbers generally entrusted to their charge, though they would doubtless prove unequal to the management of a larger school; and as the children are more under their control, and better disposed to study by the very monotony and dullness of their lives than the more fortunate children that fill our other elementary schools, they make greater progress than they would under similar teachers were they differently circumstanced. It is, indeed, a general remark of visitors to

these schools that in religious knowledge, reading, writing, and arithmetic, they surpass the average in schools unconnected with the poor law, though falling below it in intellectual development and general knowledge. They are also, I believe, more precocious in their power of learning, as it is not uncommon to find little children of four or five years old, taught by a mistress, reading the scriptures fluently, writing good hands, and able to work correctly sums in the compound rules, while they would be singing infant school songs, and answering questions on object lessons, in an ordinary elementary school.

Present salaries of workhouse teachers.

Boards of guardians now offer higher salaries than they did in 1848, when their schools were first placed under inspection. The usual salaries for which masters are engaged are 20*l.*, 25*l.*, and 30*l.*, but in larger schools they sometimes rise to 35*l.* or 40*l.* Mistresses are engaged for 16*l.*, 20*l.*, or 24*l.* As they are, in addition, allowed the same rations as the workhouse master and matron (estimated as equal to 15*l.* a year), their total emoluments cannot be considered inferior to the market value of untrained elementary teachers (Report of Education Commissioners, p. 65). And when it is considered that the majority of workhouse schools average under 25 children, they must be considered to be better paid than they would be elsewhere. The workhouse teacher has also the prospect of promotion to the offices of workhouse master and matron, and relieving officer. Even, therefore, if he had no hope of increase of salary his position could not be considered a disadvantageous one. But that hope is afforded him by the graduated certificates, with corresponding salaries, established by your Lordships, the superior grades of which confer both emolument and honourable status among workhouse officials. Those teachers who possess sufficient diligence and capacity to pass a better examination than their first, and to improve the instruction of their pupils, are assured of a fair augmentation of salary from the parliamentary grant.

Expensiveness of workhouse education.

The object of these remarks is to show that the common opinion that workhouse teachers are underpaid, is an erroneous one, and that considering the low degree of qualifications they generally possess on their first appointment, and the small number of children they instruct, they constitute anything but a cheap educational instrument. In my district, indeed, which contains few large workhouse and no district schools, the number of teachers is so out of proportion to that of the children instructed by them that the sum paid to them from the Parliamentary grant amounts to nearly 16*s.* per head on the average attendance in their schools, and cases in which it

reaches from 1*l.* to 2*l.* per head are very numerous. Workhouse education is, therefore, the most costly department of public instruction.

Means of reducing the expense.

The only means of reducing the expenditure to a reasonable proportion with the amount of work performed, is to diminish the number of teachers, and this can only be effected by a consolidation of the schools, whether by the establishment of district schools, or by merging several small workhouse schools into one.

Effect of the system of certificates.

The present system on which the certificates of workhouse teachers are awarded, namely, three classes of certificates, valid for a year only, and capable of being raised or lowered (within certain limits), or even withdrawn, on the report of the inspector as to the instruction of the children, has operated most beneficially in stimulating the teachers to greater diligence, both in self improvement and in the instruction of their pupils. The expectation with which that system was originally framed, that the teachers with certificates of permission or of probation would rise to the grade of competency, has not been fulfilled, as the majority of them possess neither the capacity nor the leisure to pass the examination required for obtaining that certificate.

Variation of the teachers' salaries according to the attendance in their schools.

In addition to the variations in the teachers' salaries consequent on changes in their certificates, there is a further fluctuation in their remuneration, occasioned by the fact that the minimum alone is a fixed sum, while the increase to which it is subject, up to a very rarely attained maximum, is produced by a capitation grant on the average daily attendance of the children for the year. The objections to this mode of apportioning the salaries have been so frequently stated, both by myself and my colleagues, that I should hesitate to repeat them in this report, even if further comment had not been rendered superfluous by the strong condemnation which it has received from the Commissioners on Popular Education (see Report, p. 361).

## Workhouse Schools.

General aspect of a workhouse school.

The impression produced on the mind of a visitor by an ordinary workhouse school is, it cannot be denied, anything but exhilarating. To a person accustomed to enter the cheerful doors of a National school it would, indeed, be positively painful; and even a familiarity of many years' duration with schools of this description, at the same time that it reveals many interesting features in the characters of the children, is insufficient to blunt the sense of prison-like confinement and

want of spring and life created by the aspect of the place and of its inmates. Most workhouse schools open into a court enclosed by a high wall, with a circular swing in the centre, which affords the children an invigorating and popular exercise. The school-room is generally 20 feet long by 10 broad, and 10 or 11 feet high, imperfectly ventilated by means of openings under the ceiling and by perforated zinc tubes, which traverse the room from wall to wall. The windows are generally small and square, and if they should happen to look on any of the adult yards, are darkened by whitewashing the glass. During the dark winter days the instruction of the children is much hindered by want of light, while their health and spirits are affected by the closeness occasioned by the lowness of the room. The girls are generally not unbecomingly dressed, but unnecessarily disfigured by cropping their hair, a practice which marks them as workhouse girls when placed in service. Some boards of guardians have been considerate enough to allow their hair to grow to an ordinary length before they place them in situations. The boys, besides being hideously cropped, are disfigured and degraded by a dress which seems as if it had been specially designed to humble them, and impress on their minds and on the minds of others that they are paupers. The material of which it is composed has the further demerit of an intolerable and probably unwholesome smell until it has been several times washed. On a closer view of these children, the visitor is frequently pained by seeing several idiots, cripples, or children disfigured by scrofula, or severe burns in the face, the consequence of the neglect to which they have been exposed in their infancy.

Character of pauper children.

It would, however, be eminently unjust not to add that this description must be qualified by many exceptions; that the general desire of boards of guardians, especially of late, has been to improve the school-rooms and playgrounds of the children, and to afford them amusement and exercise; and that the pauper garb of the boys has been, in several workhouses, exchanged for a neat blue tunic, which costs no more and lasts longer than the former, and when accompanied by military drill, produces a remarkable improvement in their appearance. Nevertheless these cases are far from being sufficiently frequent to affect materially the description I have given of a an ordinary workhouse school. It is difficult, therefore, for a casual or unfrequent visitor to such schools not to be unduly impressed by the outward aspect of things, and not to imagine the children to be more unhappy and degraded than they actually are. And hence it is, I believe, that while their physical and moral condition has been steadily

improving during the 15 years of my official experience, they are still described by popular or philanthropic writers in the dark hues of the report of the Poor Law Board for the year 1841, or of the earlier reports of Her Majesty's inspectors of workhouse schools. It is my decided conviction that they are as happy as other children, and that there is no innate depravity in their characters. Further experience has, moreover, confirmed the opinion which I expressed in my earlier reports, that the tendency of their minds is rather towards good than evil; and that their docility renders them peculiarly susceptible of the influence of a superior and sympathetic moral nature. They are also remarkably free from the most odious vice of boys of the middle and upper classes, the tyranny of the strong over the weak; and it is touching to behold with what gentleness and tenderness they attend upon the weak and helpless among their number. Their chief defect indeed springs from the very excess of these good qualities; a want of individuality of character engendered by the seclusion in which their lives are passed and their constant subjection to discipline and authority. Hence they are more susceptible of external influences than the children of the independent poor; and when freed from the control under which they have been reared, and launched into the wide world, they do not possess sufficient moral stamina to resist the reaction produced in their minds by unaccustomed liberty and novel temptations. The course of their future lives, consequently, depends to a great degree on their first start, on the character of the employers under whom they are placed by the guardians. This is especially the case with the girls, and the ruin of many of them may be traced to error or negligence in selecting situations for them. Perhaps the greatest improvement in the condition of pauper children that has taken place during my official connexion with them has arisen from the increasing attention bestowed on this subject by boards of guardians.

In my reports for the years 1849 and 1857, I endeavoured to describe the general characteristics of the instruction imparted in workhouse schools, at those respective periods. In the former, however, it was my principal object to explain the improvements which I was desirous of introducing, while in the latter I confined myself to describing the actual state of the schools. Perhaps it may be on account of the different intentions with which these two reports were composed, that the former appears to imply a higher standard of workhouse education than the latter. Possibly, also, the experience acquired during the eight years which intervene between the two reports,

may have somewhat lowered my conceptions of what is practicable in the existing state of pauper education, and cast a more sober hue over the latter report. But, although several schools which owed their excellence to exceptionally high abilities in their teachers, have since declined under inferior management, the general average, if tested with reference to the essentials of instruction, will certainly not be found to have been lowered if it have not materially risen. On comparing the two periods I think I may confidently affirm that there are a greater number of schools in the latter than in the former, in which reading, writing, and arithmetic are taught in such a manner as to be of use to the children in after life; and that while, in their religious instruction, less importance is attached than formerly to the purely historical portions of Scripture, its moral and religious teaching, and its saving spirit, are more vividly, and I trust more durably, impressed on the minds of the children. I may, perhaps, be permitted to add that, being aware of the inevitable influence which the peculiar line of examination adopted by the inspector must exercise on the teaching imparted to the school, I have, to the best of my ability, framed my questions with a view to that result.

The fluctuating portion of workhouse schools, consisting of the children whose parents are in the receipt of in-door relief during the winter months, has sensibly diminished in the course of my official experience; but it still continues to form the chief embarrassment of the teacher, owing to the extreme ignorance of the majority of the children composing it, few of whom attend any school when out of the workhouse, or learn anything when they do so; in consequence of which they return to the workhouse after their absence during the summer months with hardly any trace of the instruction previously received, so that the task of the teacher with respect to them is a truly disheartening one. Even in this class, however, I am able, when looking back to the earlier years of my experience, to report a perceptible improvement. I find of late years a greater proportion of children who have attended schools out of the workhouse, especially in towns; and greater evidence that they have done so to some purpose. I have even met with several instances of children of labourers who have been taught to read, write, and sum fairly by their parents; a far more hopeful symptom of progress! When, however, the importance attached in this country to religious instruction as the foundation of education is considered, and when it is borne in mind how much easier it is to make a child a Christian than to teach it to read, write, and sum, it is surely

a proof that there is something unsound in our educational machinery, that religious instruction should be precisely the point on which these children are generally most lamentably deficient! All the doctrines of christianity may be taught orally to children who do not know a letter; and if this be possible, it surely ought to be done. With regard to the children who attend no school this deficiency needs no explanation; but with regard to those who do, I am disposed to think that it may be in great measure accounted for by an error which I have found to prevail extensively among teachers and other persons connected with the education of the poor. I mean the error of considering the commandments and the creed as part and parcel of the catechism; and, consequently, the pernicious practice of teaching them only to those children who are sufficiently advanced to be what is called "in the "catechism." The usual answer to the question, "why do "not these children know the commandments?" is, "they "have not yet begun the catechism;" and it appears to strike the teachers as a novel idea, when they are told that the commandments are not part of the catechism, though they have been included in it. It is no doubt, in consequence of this confusion of ideas that I have found the children of dissenters generally unacquainted with them. It has been my constant endeavour to dispel this delusion from the minds of the teachers; and I have taken every opportunity of placing before them the importance of teaching the creed, the commandments, and the Lord's prayer to every child, whose parents belong to the Church of England, on its first entering the school, so that if it learn nothing else, it may at least become acquainted with its duties to God and man, and the doctrines of christianity.

It is no more than justice to the teachers to state that I have rarely to complain of this duty being neglected, though they often omit to question the children with sufficient simplicity to enable them to understand the meaning of what they learn. I have also rarely to complain of the lower classes being neglected, and I think that the proficiency attained by very young children in the essentials of instruction is the most gratifying result afforded by workhouse schools.

I have the honor to be, &c.

H. G. Bowyer.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, JOSHUA RUDDOCK, Esq., *on the* PAROCHIAL UNION SCHOOLS *inspected by him in the Counties of* BERKS, BUCKS, CORNWALL, DEVON, DORSET, GLOUCESTER, HANTS, MONMOUTH, OXON, SOMERSET, *and* WILTS, *and in* SOUTH WALES.

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MY LORDS, Bath, January 1862.

MY report for the past year includes the whole of the South-western district, as it was allotted to me on the 19th January 1848, and also the new portion assigned by letter of 14th June 1861.

I have visited 146 unions and 2 district schools, comprising 227 schools under separate teachers. The number of children under instruction was,

| | |
|---|---|
| In boys' schools - - - - - | 2,381 |
| In girls' schools - - - - - | 2,742 |
| In mixed schools - - - - - | 2,636 |
| Total - - - - | 7,759 |

of these there were 1,259 over 12 years of age; but it must be remembered that this number includes a large proportion temporarily disabled by sickness or physically unfit for hard work. 1,573 children were receiving special industrial training at a cost to the State of 2,550*l.* 3*s*: the contribution of the guardians to this purpose I should estimate at about an equal amount.

I have also visited five ragged and industrial schools, three of which, having been certified under the Industrial Schools Act, will be withdrawn from my inspection during the current year.

Neither in point of instruction, discipline, nor neatness are these latter schools on a par with an ordinary workhouse school, where the attendance is necessarily regular and the control complete.

School buildings and apparatus.

Throughout the whole of my original district there is a steady improvement in the school buildings. In very many instances during the past year entirely new school-rooms have been built; and in a much larger number improvement has been effected by the removal of the schools to more eligible quarters in the same house. Looking back for the last 15 years, it will be more easy for me to point out those places

where no improvement has taken place, than those in which some change for the better (often at considerable expense) has not been effected; the guardians having willingly adopted any suggestions made by the Poor Law Inspector or myself. In carrying these out also local experience has been judiciously brought to bear in deciding upon what would be the best for the children.

The buildings at Portsea Island Union are not yet completed; but I am informed that the children may occupy them early in the spring.

They are well designed, and afford every convenience for intellectual and industrial training.

The school-rooms throughout the district are thoroughly ventilated and sufficiently well lighted; in fact, in these two features they compare advantageously with many of the ordinary village schools.

The supply of books and apparatus I have in all cases found adequate, nor am I aware that any reasonable suggestion made to the guardians has been refused or neglected by them.

I have only to complain as in former years, that the care taken by teachers of the books, &c. committed to their charge, is not commensurate with the general liberality of the guardians. In this respect workhouse schools do not appear in so favourable a light as the majority of out-door schools. It may be that in most cases, in the latter, the books, &c. are purchased by the children themselves, they have an individual interest in preserving them from injury, which does not exist in the case of the former. For this reason it is more incumbent upon the teachers to guard against the books being unfairly used, and, as mentioned in my previous report, the visiting committee in each week might inspect the school apparatus as they do the clothing stores. This would check a great amount of waste.

In many of the unions of Gloucestershire, Monmouthshire, and South Wales, there are good school buildings; I would instance Stroud in Gloucestershire, Newport in Monmouthshire (with its separate school at Caerleon), and the boys' school at Cardiff. New school buildings are in course of erection at Swansea well adapted for the purpose.

When the regulations of the Poor Law Board are duly observed there cannot be any necessary hurtful intercourse between the children and the adult inmates, except in the common kitchen, or in the sick wards; but in these latter however, it is now of rare occurence. These rules I have found in nearly every case more rigidly adhered to than in former years. Classification.

Teachers.

Among the teachers the changes have been rather higher than during the year 1860, but upon a par with the three previous years, viz.:—

| | |
|---|---|
| Masters | 25 |
| Schoolmistresses | 33 |
| Total | 58 |

I have often animadverted upon the pernicious effect of basing a considerable portion of the teacher's salary upon the average attendance of scholars. My opinion remains unaltered. I believe that this opinion is shared by my colleagues.

Industrial training.

The subjoined Table gives details respecting the children under special industrial instruction:—

| Gardeners. | Tailors. | Shoemakers. | Sempstresses. | Laundresses. | Cooks. | Bakers. | Drill Masters and Superintendence. | Amount from Parliamentary Fund paid for Industrial Instruction. | Acres of Land under Cultivation. | Number of Children receiving Industrial Instruction. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | £ s. d. | | |
| 24 | 18 | 20 | 10 | 23 | 2 | 1 | 13 | 2,550 3 0 | 170 | 1,573 |

It does not include those who receive industrial training from their ordinary teachers.

The sum paid for special industrial training according to the abstract given above, is 2,550*l.* 3*s.*; is distributed among 49 unions, and 2 district schools; and contributes to the effectual training of 1,573 children. This number is 20 per cent. of the whole number of children in attendance.

District ragged and industrial schools.

The schools not in workhouses which I have visited this year have been,

Reading and Wokingham District School, at Wargrave.
Farnham and Hartley Wintney do. at Crondall.
Wycombe Union and Industrial School, at Bledlow.
Pennywell Lane Certified Industrial School, at Bristol.
Oxford Union Industrial School at Cowley.
Cardiff Ragged School.
Gloucester Ragged and Industrial School.
Cheltenham Ragged and Industrial School.
Park Row Industrial School at Bristol.
St. James' Back Ragged School at Bristol.

Pupil-teachers.

There are 15 pupil-teachers in the district, whose general character and conduct have been satisfactory, and their services very beneficial to the schools in which they have been engaged.

General considerations.

I annex the usual table of the number of children on the workhouse books (Appendix A., No. 1), and also the table of the number of children under instruction (Appendix A., No. 2).

In the year 1861 there were 7,865 children on the registers of the original district assigned to me; this is an increase of 765 upon the year 1860.

The total number on the books of the entire district which I have inspected during the past year was 9,559. The gross number of paupers being 21,522, the children form 44 per cent. of the whole.

The total number of children of both sexes over 12 years of age is 1,259, being 13 per cent.; this includes all the cripples, the deaf, the dumb, and the blind, and those temporarily incapacitated by illness and other causes from undertaking the ordinary duties of life.

The children under seven are 2,205, one-fourth of the whole.

From Appendix A., No. 2, it results that the total number of admissions and discharges added together slightly exceeds double the whole number in average attendance during the year.

Appendix B. is a summary of the children placed out to service during the three years ending Lady Day 1861, from 128 workhouses in the south-western and South Wales districts.

The total number so placed out is 3,361; the total average attendance is nearly 6,000 during these three years; half that number have been placed in a condition to earn their own living. The average age of these children is 13; 79 per cent. are known to be doing well; 8½ per cent. known to be doing fairly; of 6 per cent. the ultimate career is unknown; and 6½ per cent. are known to be doing badly.

I have the honor to be, &c.

JOSHUA RUDDOCK.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

# Appendix A.

## Summary, 1861.

| Counties, &c. | No. of Children on Workhouse Books. | | | | | | Total No. of Inmates in each Workhouse. | Proportion per cent. of Children to Total Number. | No. of Children receiving Instruction. | | | | Not in School. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys. | | Girls. | | Infants under 2 | Total. | | | Boys. | Girls. | Infants. | Total. | Infants under 2 Years. | Others. |
| | 2 to 9 | 9 to 16 | 2 to 9 | 9 to 16 | | | | | | | | | | |
| Berkshire | 137 | 180 | 133 | 191 | 52 | 693 | 1,427 | — | 298 | 273 | — | 571 | 52 | 70 |
| Buckinghamshire (Wycombe) | 22 | 30 | 19 | 39 | 9 | 119 | 174 | — | 49 | 55 | — | 104 | 9 | 6 |
| Cornwall | 178 | 80 | 175 | 134 | 123 | 690 | 1,596 | — | 246 | 270 | — | 516 | 123 | 51 |
| Devonshire | 298 | 197 | 267 | 155 | 147 | 1,064 | 2,741 | — | 430 | 356 | — | 786 | 147 | 131 |
| Dorsetshire | 110 | 79 | 88 | 90 | 57 | 424 | 885 | — | 168 | 160 | — | 328 | 57 | 39 |
| Gloucestershire | 132 | 83 | 117 | 78 | 43 | 453 | 1,308 | — | 179 | 149 | — | 328 | 43 | 82 |
| Hampshire | 348 | 353 | 349 | 346 | 137 | 1,533 | 3,591 | — | 619 | 610 | — | 1,229 | 137 | 167 |
| Oxfordshire | 81 | 141 | 76 | 110 | 41 | 449 | 856 | — | 195 | 168 | — | 363 | 41 | 45 |
| Somersetshire | 355 | 273 | 312 | 213 | 140 | 1,293 | 2,806 | — | 530 | 443 | — | 973 | 140 | 180 |
| Wiltshire | 198 | 159 | 232 | 142 | 117 | 848 | 1,748 | — | 342 | 324 | — | 666 | 117 | 65 |
| | 1,859 | 1,575 | 1,768 | 1,498 | 866 | 7,566 | 17,132 | — | 3,056 | 2,808 | — | 5,864 | 866 | 836 |
| District Schools | 54 | 91 | 45 | 88 | 21 | 299 | 656 | — | 119 | 109 | — | 228 | 21 | 50 |
| | 1,913 | 1,666 | 1,813 | 1,586 | 887 | 7,865 | 17,788 | — | 3,175 | 2,917 | — | 6,092 | 887 | 886 |
| New District. | | | | | | | | | | | | | | |
| Gloucestershire | 133 | 130 | 173 | 119 | 69 | 604 | 1,407 | — | 226 | 225 | — | 451 | 69 | 84 |
| Monmouth | 74 | 63 | 83 | 64 | 48 | 332 | 793 | — | 107 | 118 | — | 225 | 48 | 59 |
| South Wales | 181 | 152 | 159 | 150 | 116 | 758 | 1,439 | — | 274 | 261 | — | 535 | 116 | 107 |
| | 388 | 345 | 395 | 333 | 233 | 1,694 | 3,734 | — | 607 | 604 | — | 1,211 | 233 | 250 |
| Old District | 1,913 | 1,666 | 1,813 | 1,586 | 887 | 7,865 | 17,788 | — | 3,175 | 2,917 | — | 6,092 | 887 | 886 |
| New District | 388 | 345 | 395 | 333 | 233 | 1,694 | 3,734 | — | 607 | 604 | — | 1,211 | 233 | 250 |
| Total | 2,301 | 2,011 | 2,208 | 1,919 | 1,120 | 9,559 | 21,522 | — | 3,782 | 3,521 | — | 7,303 | 1,120 | 1,136 |

## Appendix A.—No. 2.

### Summary, 1861.

| Counties, &c. | Boys' Schools. | | | | | | | | Girls' Schools. | | | | | | | | Mixed Schools. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Under 7. | 7 to 9. | 9 to 12. | Over 12. | Total. | Admitted. | Dismissed. | Average. | Under 7. | 7 to 9. | 9 to 12. | Over 12. | Total. | Admitted. | Dismissed. | Average. | Under 7. | 7 to 9. | 9 to 11. | Over 12. | Total. | Admitted. | Dismissed. | Average. |
| Berkshire | 38 | 61 | 102 | 28 | 229 | 151 | 141 | 211 | 79 | 72 | 84 | 66 | 301 | 218 | 245 | 276 | 16 | 16 | 15 | 16 | 63 | 41 | 22 | 50 |
| Buckinghamshire (Wycombe) | – | 17 | 15 | 10 | 42 | 36 | 39 | 43 | – | 2 | 26 | 14 | 42 | 37 | 34 | 41 | – | – | – | – | – | – | – | – |
| Cornwall | 34 | 28 | 27 | 6 | 95 | 113 | 112 | 96 | 64 | 32 | 34 | 29 | 159 | 190 | 203 | 151 | 108 | 66 | 85 | 26 | 285 | 346 | 313 | 273 |
| Devonshire | 58 | 83 | 129 | 44 | 314 | 376 | 358 | 310 | 159 | 89 | 92 | 23 | 363 | 585 | 553 | 338 | 68 | 51 | 42 | 18 | 179 | 283 | 238 | 171 |
| Dorsetshire | 15 | 15 | 22 | 18 | 70 | 61 | 42 | 60 | 28 | 12 | 14 | 8 | 62 | 103 | 100 | 72 | 78 | 44 | 60 | 43 | 225 | 266 | 242 | 230 |
| Gloucestershire (Bristol and Clifton | – | 10 | 80 | 53 | 143 | 140 | 151 | 131 | – | 50 | 48 | 20 | 118 | 127 | 133 | 105 | 143 | – | – | – | 143 | 195 | 165 | 130 |
| Hampshire | 55 | 124 | 192 | 103 | 474 | 358 | 309 | 449 | 134 | 137 | 163 | 112 | 546 | 495 | 386 | 495 | 81 | 68 | 80 | 30 | 259 | 196 | 180 | 249 |
| Oxfordshire | 13 | 20 | 81 | 45 | 159 | 124 | 113 | 163 | 52 | 38 | 52 | 35 | 177 | 191 | 176 | 171 | 14 | 8 | 13 | 11 | 46 | 139 | 154 | 60 |
| Somersetshire | 40 | 108 | 148 | 75 | 371 | 331 | 281 | 337 | 139 | 87 | 102 | 60 | 388 | 375 | 313 | 340 | 136 | 69 | 78 | 19 | 302 | 424 | 376 | 263 |
| Wiltshire | 12 | 24 | 24 | 23 | 83 | 71 | 57 | 76 | 47 | 20 | 24 | 13 | 104 | 177 | 183 | 97 | 182 | 121 | 144 | 72 | 519 | 770 | 598 | 458 |
| | 265 | 490 | 820 | 405 | 1,980 | 1,761 | 1,603 | 1,867 | 702 | 539 | 639 | 380 | 2,260 | 2,528 | 2,326 | 2,086 | 826 | 443 | 517 | 235 | 2,021 | 2,660 | 2,288 | 1,884 |
| District Schools (Wargrave and Crondall) | 15 | 25 | 56 | 28 | 124 | 60 | 67 | 124 | 16 | 23 | 45 | 31 | 115 | 64 | 73 | 106 | – | – | – | – | – | – | – | – |
| | 280 | 515 | 876 | 433 | 2,104 | 1,821 | 1,670 | 1,991 | 718 | 562 | 684 | 411 | 2,375 | 2,592 | 2,399 | 2,192 | 826 | 443 | 517 | 235 | 2,021 | 2,660 | 2,288 | 1,884 |
| Gloucestershire | 18 | 42 | 51 | 24 | 135 | 109 | 87 | 123 | 77 | 26 | 42 | 26 | 171 | 129 | 120 | 159 | 54 | 27 | 70 | 18 | 169 | 167 | 143 | 152 |
| Monmouthshire | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 70 | 57 | 81 | 42 | 250 | 266 | 232 | 203 |
| South Wales | 22 | 34 | 62 | 24 | 142 | 207 | 142 | 125 | 73 | 49 | 55 | 19 | 196 | 268 | 163 | 179 | 67 | 41 | 61 | 27 | 196 | 224 | 172 | 168 |
| | 40 | 76 | 113 | 48 | 277 | 307 | 229 | 248 | 150 | 75 | 97 | 45 | 367 | 397 | 283 | 338 | 191 | 125 | 212 | 87 | 615 | 657 | 547 | 523 |
| Old District | 280 | 515 | 876 | 433 | 2,104 | 1,821 | 1,670 | 1,991 | 718 | 562 | 684 | 411 | 2,375 | 2,592 | 2,399 | 2,192 | 826 | 443 | 517 | 235 | 2,021 | 2,660 | 2,288 | 1,884 |
| New District | 40 | 76 | 113 | 48 | 277 | 307 | 229 | 248 | 150 | 75 | 97 | 45 | 367 | 397 | 283 | 338 | 191 | 125 | 212 | 87 | 615 | 657 | 547 | 523 |
| Total | 320 | 591 | 989 | 481 | 2,381 | 2,128 | 1,899 | 2,239 | 868 | 637 | 781 | 456 | 2,742 | 2,989 | 2,682 | 30 | 1017 | 568 | 729 | 322 | 2,636 | 3,317 | 2,835 | 2,407 |

## Appendix B.

**Summary of Children placed out to Service from the South-Western District, for the Three Years ending Lady Day, 1861.**

| Number of Unions in each County or District. | Names of Counties and Districts. | Average Number of Scholars in Attendance at School during Year ending Lady Day, 1861. | Number of Children placed out to Service during Three Years ending Lady Day, 1861. | Average Age of Children when placed out. | Doing well. | Fairly. | Badly. | No Return; or subsequent Career unknown. | Number of Children who have retained the same Place. | Number of Children who have removed to other Places. | Number of Children who have returned to Workhouse. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 10 | Berkshire - | 529 | 271 | 13¾ | 222 | 18 | 19 | 12 | 144 | 99 | 16 |
| 12 | Cornwall - | 514 | 324 | 11¾ | 251 | 23 | 30 | 20 | 171 | 100 | 33 |
| 18 | Devonshire - | 689 | 639 | 11½ | 517 | 64 | 26 | 32 | 370 | 198 | 39 |
| 11 | Dorsetshire - | 333 | 163 | 13 | 129 | 11 | 10 | 13 | 74 | 59 | 17 |
| 20 | Hampshire - | 1,106 | 444 | 13½ | 370 | 29 | 22 | 23 | 268 | 121 | 32 |
| 8 | Oxfordshire - | 374 | 175 | 13¾ | 129 | 23 | 18 | 5 | 102 | 54 | 14 |
| 17 | Somersetshire - | 867 | 630 | 12¾ | 500 | 52 | 45 | 33 | 302 | 232 | 63 |
| 17 | Wiltshire - | 596 | 256 | 13 | 213 | 12 | 13 | 18 | 142 | 83 | 13 |
| 12 | South Wales District - - | 472 | 237 | 12 | 142 | 38 | 26 | 31 | 118 | 57 | 31 |
| 2 | Gloucestershire (Bristol and Clifton) - - | 379 | 188 | 13 | 156 | 7 | 13 | 12 | 129 | 39 | 8 |
| 1 | Buckinghamshire (Wycombe) - | 85 | 34 | 14 | 23 | 6 | 3 | 2 | 18 | 12 | 2 |
| 128 | Total - | 5,944 | 3,361 | — | 2,652 | 283 | 225 | 201 | 1,838 | 1,054 | 268 |

GENERAL REPORT, *for the Year* 1861, *by Her Majesty's Inspector*, T. B. BROWNE, Esq., *on the* PAROCHIAL UNION SCHOOLS, *and on the* RAGGED SCHOOLS, *inspected by him in the* NORTH-WESTERN DISTRICT *of* ENGLAND, *and in* WALES.

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MY LORDS, January 1862.

I AM enabled to report that progress has been made in the education of pauper children during the past year, as on many former occasions. Schools have been organized for the first time in the Fylde, Guisborough, and Conway workhouses: the number of unions is far from inconsiderable in which the character of the education will, I am persuaded, bear a fair comparison with other schools for poor children, whether paupers or not, under similar circumstances; and I continue to receive, with rare exceptions, very favourable accounts of the conduct of children who have been duly cared for, so far as they have been traced after leaving the workhouse.

I propose to arrange my report for the past year under two heads:—1. Education in workhouses; 2. Education in district or separate schools, detached from the workhouse, and results.

I. I have endeavoured for many years to induce persons connected with the education of pauper children to make the best use of existing means; believing that extensive changes would be difficult to carry out, might never happen, and, if they should happen, might not produce the effects anticipated from them.

There is reason to believe that very exaggerated notions prevail as to "the contaminating influences," "the moral poison" of the workhouse, just as very exaggerated notions prevailed some years since as to the extent of pauperism. Children in workhouses are, doubtless, exposed to temptations, but so they are everywhere; often, it may be, to greater temptations than they are likely to meet with in the workhouse, and, whatsoever the temptations of a workhouse school may be, as it is certain that many children have overcome them, it may be hoped that what many have already done more may do. The distinction between a district school and a workhouse is not that temptation is absent in the one case and present in the other, but that the temptations in the two cases are not precisely of the same kind; it is by no means clear that those of the workhouse always preponderate.

I submit that it has not yet been proved that pauper children assembled in large numbers in a single building are more effectually emancipated from pauperism, vice, and crime, than those dispersed in several well-arranged workhouses under competent teachers.

It is seldom just to condemn indiscriminately, and this remark applies with peculiar force to union schools, for they differ in every possible way. In endeavouring to estimate these differences and to account for them, some allowance must be made for badly-arranged buildings, occasionally such as to render even a tolerable classification of the inmates impracticable. The later workhouses, having been built with a knowledge of the defects of the earlier, are usually the best-arranged, and many of these are in the North of England, where pauperism never prevailed so extensively as in the South, and where, apparently, there is a greater energy of character, and, possibly, a higher average of mental capacity. This remark at least has occurred to me on visiting for the first time unions in Worcestershire, after having been long familiar with those in Yorkshire and Lancashire. In one Worcestershire school, Shipston-upon-Stour, where the children were taught particularly well by a northern teacher, I observed a high average of attainments rather than of intelligence. The workhouse is not new, and the arrangements are unfavourable to complete classification of the inmates.

There are still many unions without proper workhouses, and also many in which there are not children enough to form a school; in others the guardians seem not to be sufficiently interested in education to care whether the teacher's qualifications are good or bad; when due allowances are made for all these inevitable deductions, it will be acknowledged that the number of union schools in which pauper children are fairly taught is really large, and in several the character of the education afforded is excellent. It should be observed further that in pauper, as in National schools, children often do not stay long enough to be satisfactorily educated, in consequence of the demand for juvenile labour. Schools of a character varying from fair to excellent may well be combined in a general report, because the variation depends upon the qualifications of the teacher; and, although the services of a fair teacher may commonly be secured by taking a little trouble, an excellent one is a happy accident, only to be met with at intervals.

There are four union schools in Northumberland, and those the four largest in the county, at Berwick-upon-Tweed, Hexham, Newcastle, and Tynemouth, in which the character of

the education and general training of the children varies from fair to excellent. The schools at Newcastle and Tynemouth, however, may be considered as detached or separate from the workhouse, although close to it.

In Cumberland, Westmoreland, and Durham there are schools deserving creditable mention, varying in character from fair to excellent, in Carlisle, Penrith, Longtown, Whitehaven, Wigton, Cockermouth, Kendal, and Durham unions, and at Auckland great improvement has been effected by a teacher lately appointed.

In Yorkshire, the union schools at Hull, Sculcoates, Patrington, Bradford, Ripon, Selby, Wakefield, Wortley, and the boys' school at Doncaster, deserve creditable mention; and in Lancashire, those at Salford, Chorlton, Bolton, Preston, Warrington, West Derby, and the boys' schools at Ulverstone, Toxteth Park, and Wigan.

In Cheshire and Shropshire the schools in Altrincham, Northwich and Great Boughton unions, the boys' school at Chester, which has long been excellent, and the schools at Atcham and Ludlow, are of a creditable character.

In Herefordshire and Worcestershire the schools in the Ross, Kington, and Shipston workhouses, and the boys' school at Stourbridge are satisfactory.

In the course of the past year I visited all the union schools in Wales with the exception of those in Cardiganshire, although Radnorshire is now the only county in South Wales in my district. The schools in Hawarden, Holywell, St. Asaph, Bangor, Llanfyllin, Montgomery, Cardiff, Merthyr Tydfil, Pembroke, Carmarthen, Llanelly, and Llandilo Fawr workhouses are all in a creditable state.

In addition to the schools I have named, many others might be mentioned differing from them only by shades, or in consequence of circumstances more or less accidental.

The following unions are still without workhouse schools: Belford, Bellingham, Morpeth, Haltwhistle, Rothbury, Alston, Brampton, West Ward, Chester-le-Street, Easington, Houghton-le-Spring, Sedgefield, Teesdale, Weardale, Bainbridge, Bedale, Helmsley, Leyburn, Northallerton, Reeth, Richmond, Scarborough, Stokesley, Beverley, Bridlington, Barwick, Hemsworth, Keighley, Knaresborough, Pateley Bridge, Penistone, Sedbergh, Skipton, Caton, Chorley, Clitheroe, Garstang, Haslingden, Lancaster, Todmorden, Newport, Bromyard, Leominster, Pershore, Tenbury, Upton-on-Severn, Anglesey, Holyhead, Pwllheli, Llanrwst, Bala, Corwen, Dolgelly, Festiniog, Machynlleth, Presteign, Rhayader, Brecknock, Builth, Hay, Llandovery, Newcastle-in-Emlyn, and Gower.

In many of these cases the number of children in the workhouse is too small to make it worth while to form a school, often because the workhouse test is imperfectly carried out; consequently the children are sent to school out of the workhouse. Sometimes, as at Barnard Castle in Teesdale union, they are very well taught, but in general, I think, this practice has not been found to succeed. In several unions there is no school for pauper children because there is no workhouse. The number of workhouses, however, is continually on the increase.

Pauper children, from the Barton, Bury, Prestwich, and Rochdale workhouses go to the Swinton separate school, near Manchester; from Bridgenorth, Cleobury Mortimer, Madeley, and Seisdon workhouses to the South-East Salop district school at Quatt, and from the Dore workhouse to that at Hereford, for education.

It should be observed, in justice to workhouse schools, that many children in them suffer from some defect, bodily or mental. I conceive that the proportion of such children to the others in attendance must be larger than in ordinary schools, as the workhouse is naturally the resource of the feeble in intellect, the lame, the maimed, the deaf, and the blind. Scrofulous complaints are also very common among workhouse children. When allowance has been made for all these deductions, after full investigation of the subject, and when the reasons for the extraordinary differences between one workhouse school and another have been clearly ascertained, it will perhaps appear surprising that so much has been accomplished.

The great misfortune of pauper children is, I am persuaded not so much the demoralization to which they may be exposed in workhouses, as the reluctance of many guardians to educate them properly. An inspector who visits a workhouse school and a ragged school can hardly fail to perceive that, although his office bears the same name in both instances, he really appears in two distinct characters. At the workhouse he has to ascertain whether guardians do their duty to pauper children; at the ragged school benevolent managers look to his visit as the means to obtain a grant of public money, much needed, on certain recognized conditions.

It is clear, from well-ascertained facts, that the children in some workhouses enjoy extraordinary advantages over those in others. The minimum of demoralization therefore has not been reached in many of these buildings; few, possibly, are so well arranged and well managed in all respects as not to be susceptible of some improvement; but the removal of all

children from workhouses is evidently impracticable, whereas the interval, wide as it is, which separates the worst workhouses from the best, may be lessened or wholly removed by ordinary efforts.

II. The separate schools, detached from the workhouse, for the pauper children of Liverpool, Manchester, and Leeds, have been referred to in many annual reports; the schools for the pauper children of Newcastle-upon-Tyne, Tynemouth, and Dewsbury are also detached; in Wellington union, Salop, the children have a separate workhouse assigned to them; and I now inspect the South-East Salop district school at Quatt. Of the Quatt School I am enabled to give a very favourable report; the management appears to be very judicious, the buildings are simple in their character, and could not have cost an extravagant sum, the numbers are not too large, not so large indeed as in some workhouses, and the evils of divided authority, which have proved so serious elsewhere, have been avoided by the obvious expedient of appointing the same person head-master and governor. The attainments of the children were found to be very creditable to their teachers, and great attention has been paid to industrial training, and to fitting the children for useful employment. Quatt may deserve the character of a model district school, but I am not sure that anything has been done there which has not been done in several workhouses.

In proof of this, a comparison may be made between the Quatt district school and the workhouse school at Berwick-upon-Tweed. The two schools are managed on opposite principles. Children are sent from several workhouses to Quatt; at Berwick, pauper children, not workhouse inmates, are sent from the town to the workhouse school as day scholars. If there really were that hopeless contamination in workhouses of which so much has been said, it is impossible that Berwick, which has no advantages over Quatt in the qualifications of teachers, could bear a comparison with the district school.

At Quatt, 53 boys and 29 girls were present in the senior school at my last visit, and 76 children in the junior school. At Berwick 22 boys and 33 girls were present in the senior school, and 20 infants in the junior school. The Quatt school was therefore rather more than twice as large as that at Berwick.

At Quatt, 73 children out of 158 read the Scriptures, or nearly one half; at Berwick, 27 out of 75, or more than one third of those present. The religious instruction was good in both schools. 101 children in all could read at Quatt, and 60

at Berwick; 103 could write, and 99 cypher at Quatt; at Berwick, 65 could write and 45 cypher. Geography, English history, and grammar were taught successfully to many in both schools; in spelling alone Quatt had decidedly the advantage, as 19 children there wrote a sentence correctly from dictation, and 4 only at Berwick.

It appears from a return ordered by the House of Commons, that 64 boys and 60 girls who had been at Quatt for not less than two consecutive years, left that school during the ten years ending 31st December, 1860. Of these, 8 boys and 9 girls returned to workhouses from causes not involving their own misconduct, and 4 boys and 6 girls by reason of their own misconduct, but it is added that these ten last mentioned subsequently obtained situations.

From Berwick workhouse I have obtained a list of the children whose names were entered on the Berwick school books, whether for a long or a short period, and whether inmates or day scholars, who were discharged in the interval from the 31st December 1855 to the 1st January 1861. The name of every child will be found in the Appendix to this report. In all, 46 boys and 72 girls were discharged. It does not appear that one of these boys has returned to the workhouse, but the accounts received of four of the number are stated to be more or less unsatisfactory. Of the 72 girls, 12 returned to the workhouse after their first discharge, and one other is stated to have behaved ill. But of the 12 who returned to the workhouse eight subsequently obtained situations or left with relatives, and one, still an inmate, has been a cripple from her birth, so that four only are known to have behaved ill in a greater or less degree. The comparison is not complete, as I do not know the number of children who were at Quatt for a shorter period than two consecutive years, and the Quatt return extends over 10 years instead of five, but if due allowance be made for these conflicting uncertainties, I submit that the comparison is not unfavourable to Berwick.

I have been informed that 241 boys and 219 girls left the Cockermouth workhouse during the last five years, of whom 61 boys and 54 girls were re-admitted during the same period, some as often as four or five times.

It is stated that 34 boys and 27 girls left the Wigton workhouse for service or other industrial occupation during the same period, of whom one boy only returned through his own misconduct, and two boys for other reasons.

At Durham it was stated that of the pauper children put out in the world by the guardians only one girl returned to the workhouse as a pauper during 12 years.

I had intended to obtain returns from many unions as to the results of workhouse education, and the conduct of pauper children when discharged from the workhouse and left to themselves. But as I find that 198 children, from the age of three to 15, were admitted into the Liverpool workhouse in the single month of October 1861, and that 118 were discharged during the same period, it must, I conceive, be impracticable to trace many children in the populous unions.

I understand, also, that many young persons frequently go to the workhouse for a short time because they have no other place to go to, when they happen to be unemployed, without being permanent paupers, or likely to become such. The remark of a schoolmaster who has taught the pauper children at the Sculcoates workhouse for more than 14 years is, I believe, substantially correct, that, as far as his experience went, they turned out very like other children.

The conduct of the Doncaster boys at my last visit shows that the listless apathy observable among the children in workhouses where the classification is defective, and the teacher incompetent, may easily be overcome; when I left the schoolroom they crowded around me, and eagerly asked whether they had passed a good examination; as I was enabled to answer in the affirmative, they gave three hearty cheers.

1. The point which, as I believe, due inquiry would fully establish is this: that nothing is done in a district school which is not also done in a well-arranged and well-managed workhouse; and that where the comparison can be fairly made, the children will be found to turn out nearly, or quite as well, in the one case as in the other—sometimes even better from the workhouse school. But I submit that it is unjust to compare a well-managed district school with a badly-managed workhouse, and infer from that comparison that all workhouse schools must be bad. Unless it can be shown that the district school is decidedly more successful than the workhouse in emancipating children from pauperism, vice, and crime, and to do this it is necessary to account for all the children who have been admitted to the district school, and not only for the select few who have been provided with places by the guardians, it is evident that the district school is an unnecessary expense.

2. The district school is inapplicable to the thinly-peopled agricultural unions of the North Riding, Wales, and elsewhere, on account of the distance which the children would be required to travel. Their relatives, as well as many guardians, would often object to their being sent from the workhouse on this ground alone, and thus many children would either be

deprived of education, or be educated in the workhouse as before. In the populous unions many children would be detained in the workhouses, and not sent to the district school, on account of the uncertainty of their stay.

For this reason there have always been schools in the Manchester and Liverpool workhouses, notwithstanding the proximity of the separate school in each instance.

3. District schools, on account of the large numbers of children assembled in them, are liable to evils of their own, from which the smaller workhouses are comparatively free. It might reasonably be anticipated that, when many children are collected together from the streets of large towns, some at least would be found familiar with every kind of vice, and facts have justified this anticipation. The children are always together night and day, they are the creatures of their school, having no homes to counteract its influences, and the taint of evil, originating perhaps with a few, may easily spread to an indefinite extent. The influence of a teacher, however excellent he may be, is apt to be lost in a crowd, and the voice of the school, where large numbers act together, may become more powerful than his. This objection to huge boarding schools for pauper children, for such district schools really are, has been referred to in previous reports, and has been recognized by the managers of Mettray, and other friends to the education of poor children. I am not aware that it has been satisfactorily answered. The ragged school which approaches as nearly to the character of a model for others as any that I know,—that for girls in Wellington Road, Liverpool,—is a small one ; 46 girls only were present at the last inspection.

It is observed that, when any sudden pressure of distress happens, children come to the workhouses in crowds who are unable to read or write, and ignorant of the first principles of religion. The work to be done is plainly immense. Multitudes have not yet been reached by any of the efforts made for their improvement, and therefore it is very important that existing means of education should not be wasted or hastily condemned, especially as it is certain that much good has been done by workhouse schools, and as it has not been proved that any other arrangement could be easily adopted, or that if adopted, it would meet with more success.

I have the honor to be, &c.

T. B. Browne.

*To the Right Honorable*
*The Lords of the Committee of Council on Education.*

## Appendix.

List of Children whose Names have been entered on the Berwick-upon-Tweed Workhouse School Books, and who have been discharged between 31 December 1855 and 1 January 1861.

Furnished by Mr. W. Nesbit, the schoolmaster, who, in forwarding it, says, "Those children who were discharged from the infant school I "have not named, as they were mere infants, and many of them have gone "to other schools. A few of the elder children I have not been able to "trace, and they have no remarks opposite their names. The others I have "described as far as I have been able."

### Indoor Boys.

Henry Crow did not behave well; is now working in coal mines.
Archibald Stewart is working in coal mines.
William Crossroot behaved badly; is now on board a ship of war.
John Burn was doing well until he died.
Andrew Magee, a stupid boy, has not stayed well in his service.
Walter Burns, a good boy, is doing well.
Robert Downie went to a brother.
Thomas Pattison went to a sister.
Percy Sheldon went away with his mother.
Andrew Tully was working in coal mines until he died.
Henry Cunningham is apprenticed to a shoemaker, and behaves well.
George Pattison is a farm servant, and behaves well.
William Fox absconded; was working in coal mines when last heard of.
George Brown, same as William Fox.
Kenneth Muris went away with his mother.
Robert Binning was a good boy; left with his parents.
William Davis is apprenticed to a baker; behaves well.
John Gilchrist was a good boy; lives with aunt, near Shields
George Livingstone was a good boy, but has a bad father, with whom he travels as a vagrant.
John King is a farm servant, and behaves well.
Peter Rock left with his mother, who was a most violent woman.

### Indoor Girls.

Girls marked thus (*) were inmates of the workhouse within the above-mentioned periods, after their first discharge.

Mary Jane Tweedle was engaged as a servant, and did well.
* Jemima Gillie returned to the workhouse with an illegitimate child.
* Fanny Sutherland is a servant at Tweedmouth.
* Jemima Sutherland is engaged in field labour.
* Barbara Taylor went to Newcastle to a married sister; behaved well.
* Elizabeth Bolam went to a situation in Newcastle; was a good girl when in school.
Robina Palmer was engaged as a servant by an aunt at Hartlepool.
* Hannah Thompkins behaved well until she died.
* Margaret Kent is engaged as a servant; behaves well.
Catherine Pattison went to a sister; was a good girl.
Mary Palmer behaved badly; is now in a situation in the neighbourhood.
* Bridget Macdonald was engaged as a servant, but has been in Newcastle workhouse since.
* Agnes Barclay had been convicted of crime before she entered the workhouse; behaved badly.

* Hannah Johnston, a cripple from her birth, is an inmate.
Elizabeth Macalpin, a good girl, went to her mother.
Eleanor Carr went as a servant to Holy Island, and behaved well.
Margaret Gilchrist was a good girl; went to her aunt near Shields.
Rachel Thompkins taken out by her mother; is at Corporation's academy, and behaves well.
* Margaret Fox is engaged as a servant.
Eleanor Paulin assists her mother in needlework in Tweedmouth.
Margaret Paulin is at a boarding school in Edinburgh; both good girls.
Eleanor King is engaged in field labour; a good girl.
* Mary Ann Rock left with her mother.
Ann Bertram is engaged as a servant, and behaves well.

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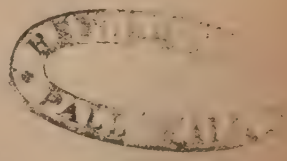
### Outdoor Boys.

William Knox is working with his father, and behaves well.
John Henderby is a porter at the N. B. Railway Station here, and behaves well.
Robert Brodie, engaged to a butcher.
David Anderson engaged to a grocer.
Thomas Cockburn, apprenticed to a roper.
David Knox is working with his father, and behaves well.
Ninian Hogg is engaged at at iron foundry.
William Huntley is engaged in field labour.
Robert Moore is engaged in field labour, and behaves well.
George Booth is engaged to a roper; was not well behaved.
Charles Dodds is a pupil teacher in the British school here.
John Stevens.
Robert Thompson went to his grandmother, and was a good boy.
William Brodie is at the British school here.
Thomas Weddell is at the British school here.
Donald Ross.
Benjamin Lindsay went out to his mother.
Thomas Hogg is engaged at an iron foundry.
John Roley is at the Boys' National school here.
William Walsh is a pupil-teacher in the Roman Catholic school here.
Edward Walsh is apprenticed to a grocer.
William Landles is at the British school here.
William Patterson is at the British school here.
James Mackenzie is apprenticed to a painter.
James Finlay is apprenticed to a roper.

### Outdoor Girls.

Mary Ann Walters went to an uncle in Dublin; has written to me since, and was then at a boarding school.
Cecilia Jordan is a nursery-maid, and behaves well.
Rebecca Brough was a good girl; is since married to a coach-builder in Alnwick.
Ann Curry is a house servant, and behaves well.
Jane Redpath is a dressmaker at North Shields.
Jane Foreman is a pupil-teacher in this school.
Eliza Gray is living with her mother, and engaged in washing and dressing linen.
Margaret Geddis is in a respectable situation, and behaves well.
Elizabeth Nelson is a house servant, and behaves well.
Sarah Foreman is a house servant, and behaves well.
Sarah Stevens is a house servant, and a quiet girl.
Mary Ann Cockburn is a house servant, and behaves well.

Ellen Dickson is a house servant, and behaves well.
Eliza Curry is living with her mother.
Margaret Knox is living with her grandmother.
Elizabeth Burns is living with her mother.
Margaret Cockburn is a house servant, and behaves well.
Ellen Cook is living with her grandmother.
Jane Mossman is living with her mother.
Mary Bennet is engaged in field labour.
Grace Herriot is living with her mother.
Bridget Herriot is engaged as a servant, and behaves well.
Ann Brodie is living with her mother.
Martha Mannel is living with her mother.
Isabella Lindsay is living with an aunt.
Ellen Whitelaw is living with her grandmother.
Agnes Hogg is at the Subscription school, Spittal.
Agnes Moore is engaged in field labour.
Henrietta Gray is living with her mother.
Elizabeth Geddis is living with her mother.
Margaret Darling is a dressmaker, and behaves well.
Jane Wallace is engaged as a servant, and behaves well.
Alice Williams is dead.
Margaret Mather is engaged as a servant, and behaves well.
Elizabeth Snort is engaged as a servant, and behaves well.
Mary Ann Huntley is engaged as a servant, and behaves well.
Euphemia Hills is engaged as a servant, and behaves well.
Ellen Moore is engaged in field labour; was not a very good girl.
Mary Riddle is living with her mother.
Ellen Wilson is living with her mother, and behaves well.
Margaret Young has an illegitimate child.
Margaret Chambers is at Hartlepool with her mother.
Jane Chambers is engaged as a servant, and behaves well.
Phillis Rule is engaged as a servant, and behaves well.
Isabella Marshall and Catherine Marshall when last heard of were engaged in field labour, and behaved well.
Margaret Morton.
Mary Heslop is living with her grandmother.



## Appendix No. 5.

## DETAILED STATEMENT (UNDER COUNTIES) OF SUMS EXPENDED FROM PARLIAMENTARY GRANTS.

# Appendix No. 5.

Detailed Statement (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in Building, Enlargement, Improvements, or Fixtures of Elementary Schools; in Scientific Apparatus, Books, Maps, and Diagrams; and in Annual Grants;—between years 1833 and 1861, inclusive.

*** *Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.*

## ENGLAND.

Note.—N.S. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial* School; and P.U., a *Parochial Union* School.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| **Bedfordshire.** | £ s. d. | | £ s. d. | £ s. d. |
| Ampthill - - - N.S. 7 | 180 0 0 | 1845 | 5 18 6½ | 1,095 12 10 |
| " - - - " | 59 17 6 | 1853 | | |
| " - - - " | 35 0 0 | 1858 | | |
| Ampthill - - - B.S. 4 | 150 0 0 | 1846 | 6 7 6 | 574 17 6 |
| " - - - " | 40 0 0 | 1855 | | |
| Arlsey - - - N.S. | 334 4 0 | 1857 | 2 8 5⅔ | |
| Aspley Guise - - N.S. 7 | 202 0 0 | 1848 | 12 9 8 | 1,026 11 10 |
| " " - - - " | 49 10 0 | 1850 | | |
| " " - - - " | 9 0 0 | 1854 | | |
| " " - - - " | 13 0 0 | 1855 | | |
| Aspley Guise - - B.S. 4 | - - - | - - - | 5 4 2½ | 574 12 6 |
| Barford, Great - - N.S. 6 | 115 0 0 | 1849 | 2 13 10 | 78 9 7 |
| " - - - " | 98 0 0 | 1856 | | |
| Biddenham - - N.S. | *45 0 0 | 1839 | | |
| " - - - " | 65 0 0 | 1848 | | |
| Biggleswade - - N.S. | *150 0 0 | 1839 | | |
| " - - - " | 90 0 0 | 1844 | | |
| " - - - " | 52 5 3 | 1861 | | |
| Biggleswade, Boys - - B.S. 3 | - - - | - - - | 7 14 10½ | 200 9 4 |
| " Girls - - B.S. 3 | - - - | - - - | | 372 9 2 |
| Blctso - - - N.S. | 100 0 0 | 1854 | | |
| Blunham - - - N.S. | 52 0 0 | 1843 | | |
| Caddington - - Ch. of E. 8 | 334 0 0 | 1859 | - - - | 26 17 0 |
| Caldecote, Upper - - N.S. 11 | - - - | - - - | - - - | 36 10 0 |
| Clifton, All Saints - - N.S. 10 | - - - | - - - | - - - | 8 6 0 |
| Clophill - - - N.S. | *50 0 0 | 1836 | | |
| Colmworth - - - N.S. 3 | 23 10 0 | 1841 | - - - | 12 18 4 |
| " - - - " | 40 0 0 | 1845 | | |
| Cranfield - - - N.S. 8 | *48 0 0 | 1836 | 3 0 5 | 561 14 0 |
| " - - - " | *40 0 0 | 1839 | | |
| Dunstable - - - N.S. 7 | *85 0 0 | 1839 | 3 3 8 | 398 14 4 |
| " - - - " | 12 6 0 | 1846 | | |
| Dunstable - - - Wes. 6 | - - - | - - - | 9 4 4 | 683 14 6 |
| Dunstable, Station End Branch Wes. 6 | - - - | - - - | 1 10 2½ | 11 6 8 |
| Dunton - - - Par. 11 | 213 0 0 | 1858 | - - - | 17 8 4 |
| Eaton-Bray - - - N.S. | 72 0 0 | 1842 | | |
| Eaton-Socon - - - N.S. 3 | 30 0 0 | 1859 | - - - | 143 17 0 |
| " - - - " | 531 10 0 | 1861 | | |
| Eversholt - - - N.S. 5 | 80 0 0 | 1842 | 0 17 0 | 12 15 0 |
| Everton and Tetsworth - - N.S. | *42 0 0 | 1837 | | |
| Felmersham - - - N.S. | 110 0 0 | 1846 | | |
| Flitwick - - - N.S. 5 | 38 5 0 | 1860 | - - - | 63 16 8 |

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Bedfordshire—*cont.*** | | | | |
| Harrold - - - - N.S. 7 | 200 0 0 | 1847 | - - - | 51 14 0 |
| " - - - - " | 67 10 0 | 1861 | | |
| Heath and Reach - - N.S. 5 | 100 0 0 | 1847 | - - - | 43 6 8 |
| Henlow - - - N.S. 7 | - - - | - - - | - - - | 17 10 0 |
| Hockliffe - - - - N.S. 7 | 72 0 0 | 1845 | 7 4 0 | 711 7 3 |
| " - - - - " | 72 0 0 | 1854 | | |
| Houghton Regis - - - N.S. | 419 0 0 | 1857 | 2 4 9½ | |
| Hyde, East, The Hyde School - 7 | - - - | - - - | - - - | 55 9 0 |
| Kempston Church End - - N.S 11 | 130 0 0 | 1844 | - - - | 11 16 8 |
| " " - - " | 13 10 0 | 1861 | | |
| Kempston, Up-end, Mixed and Infants' - - - - N.S. 11 | 270 0 0 | 1855 | - - - | 51 8 4 |
| Keysoe - - - - N.S. | 32 0 0 | 1841 | | |
| " - - - - " | 10 0 0 | 1848 | | |
| Leighton Buzzard - - B.S. 5 | *75 0 0 | 1840 | - - - | 16 0 0 |
| " " - - " | 10 0 0 | 1847 | | |
| " " - - " | 50 0 0 | 1847 | | |
| Luton - - - - N.S. 8 | *145 0 0 | 1835 | 10 16 11½ | 1,385 0 2 |
| " - - - - " | 50 0 0 | 1849 | | |
| " - - - - " | 1,329 0 0 | 1858 | | |
| Luton - - - - Wes. 5 | - - - | - - - | 25 12 1½ | 935 5 0 |
| Marston Moretaine and Lidlington - - - - N.S. 7 | 160 0 0 | 1848 | 6 9 6 | 1,013 0 10 |
| Maulden - - - - N.S. 7 | 110 0 0 | 1850 | 1 12 8 | 74 10 0 |
| Meppershall - - - N.S. | *40 0 0 | 1840 | | |
| Northill - - - - Par. 7 | 176 0 0 | 1861 | 4 3 9½ | 67 16 0 |
| Pavenham - - Ch. of E. 7 | - - - | - - - | 3 0 0½ | 133 3 8 |
| Poddington - - - N.S. | 50 0 0 | 1842 | 1 3 8 | |
| Pulloxhill - - - N.S. 7 | 55 0 0 | 1845 | 3 14 11½ | 234 12 0 |
| " - - - " | 29 10 0 | 1854 | | |
| Ridgmont - - - Ch. of E. 3 | - - - | - - - | 1 7 7 | 80 19 8 |
| Ridgmont - - - Wes. 4 | - - - | - - - | 5 0 7½ | 222 3 8 |
| Riseley - - - - N.S. | 37 0 0 | 1841 | | |
| " - - - - " | 66 0 0 | 1849 | | |
| Roxton - - - - N.S. | 188 0 0 | 1860 | 2 8 3 | |
| Sandy - - - N.S. 11 | - - - | - - - | - - - | 48 15 0 |
| Shillington - - - N.S. 4 | 302 8 0 | 1857 | 5 17 11½ | 237 10 10 |
| Silsoe - - - Ch. of E. 6 | - - - | - - - | - - - | 238 13 8 |
| Staughton, Little - - N.S. | 50 0 0 | 1846 | | |
| Steppingley - - - N.S. 5 | - - - | - - - | - - - | 12 11 8 |
| Stotfold - - - - N.S. 5 | 110 0 0 | 1844 | 1 19 11 | 199 0 0 |
| " - - - - " | 45 0 0 | 1854 | | |
| " - - - - " | 38 0 0 | 1855 | | |
| Stopsley - - - N.S. | 232 4 0 | 1858 | | |
| Tebworth - - - N.S. 5 | 297 0 0 | 1855 | 5 2 7½ | 249 8 8 |
| Tebworth - - - Wes. 2 | - - - | - - - | 2 18 4½ | 47 4 4 |
| Tilbrook - - - - N.S. | 142 0 0 | 1860 | | |
| Toddington - - - N.S. 5 | 439 4 0 | 1855 | 5 7 0½ | 272 17 4 |
| Toddington - - - Wes. 3 | 477 0 0 | 1856 | 7 8 4 | 345 4 0 |
| Turvey, B. and G. - - N.S. 8 | 341 0 0 | 1848 | 2 0 0 | 333 8 8 |
| Turvey, Infants - - - N.S. | 66 10 0 | 1841 | | |
| Westoning - - - - N.S. 7 | 58 0 0 | 1841 | - - - | 23 2 0 |
| " - - - - " | 17 5 0 | 1855 | | |
| " - - - - " | 9 15 0 | 1857 | | |
| Wilden, Endowed - - N.S. | 101 5 0 | 1852 | | |
| Wilshampstead or Wilstead - N.S. | 111 0 0 | 1847 | | |
| Woburn, Free - - - B.S. 3 | - - - | - - - | 2 7 5 | 288 2 6 |
| " - - - - " | - - - | - - - | a8 12 6 | |
| Yelden - - - - N.S. | 45 0 0 | 1846 | | |
| " - - - - " | 36 0 0 | 1847 | | |
| **Berkshire.** | | | | |
| Abingdon - - - - B.S. 4 | - - - | - - - | 21 16 1½ | 1,323 11 8 |
| Abingdon, St. Edmund's - - R.C. 6 | - - - | - - - | 1 6 2 | 49 11 8 |
| Aldermaston - - Ch. of E. 6 | - - - | - - - | - - - | 321 2 4 |
| Appleton - - - - N.S. | *35 0 0 | 1837 | | |
| Arborfield - - - - N.S. | 65 0 0 | 1841 | | |

a Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| BERKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Ascot Heath - - - N.S. 6 | 50 0 0 | 1854 | 6 18 6½ | 540 4 10 |
| " - - - " | 316 5 0 | 1857 | | |
| " - - - " | 19 0 0 | 1858 | | |
| Ashbury - - - N.S. 6 | - - - | - - - | - - - | 66 6 8 |
| Aston-Tyrold - - - N.S. | 54 0 0 | 1847 | 1 0 4½ | |
| Beech Hill - - - N.S. 5 | - - - | - - - | - - - | 86 2 0 |
| Beenham - - - N.S. | 36 0 0 | 1841 | | |
| Berkshire Reformatory, at Three Mile Cross - - - 10 | - - - | - - - | - - - | 101 17 10 |
| Binfield - - - Ch. of E. 4 | - - - | - - - | - - - | 11 0 0 |
| Boxford - - - N.S. | - - - | - - - | 2 4 10 | |
| Bracknell - - - Ch. of E. | 150 0 0 | 1853 | | |
| Bray - - - N.S. 1 | - - - | - - - | 3 13 0½ | 402 17 6 |
| Bray, Boyne Hill - Ch. of E. 3 | - - - | - - - | 2 1 8½ | 149 16 0 |
| Bray and Hollyport - - N.S. 1 | 104 0 0 | 1848 | 4 17 3½ | 329 10 8 |
| " - - - " | 148 0 0 | 1858 | | |
| Brightwell - " - - N.S. 5 | 45 0 0 | 1842 | 1 13 0½ | 499 9 0 |
| " - - - " | 5 18 8 | 1854 | | |
| Brimpton - - - Ch. of E. 5 | - - - | - - - | - - - | 190 13 4 |
| Buckland - - - N.S. 5 | 321 0 0 | 1858 | - - - | 197 6 4 |
| Burghfield - - - N.S. | 20 10 0 | 1844 | | |
| Challow, East - - - N.S. | 144 0 0 | 1856 | | |
| Charlton (Branch of Wantage) - N.S. 6 | - - - | - - - | - - - | 4 3 0 |
| Chieveley (North Heath) - N.S. | *75 0 0 | 1840 | | |
| Childrey - - - - Wes. 4 | 106 0 0 | 1857 | 2 18 3 | 143 2 8 |
| Cholsey - - - - N.S. 7 | *62 0 0 | 1839 | 1 17 1¾ | 84 5 0 |
| Clewer - - - - N.S. 5 | - - - | - - - | 2 11 0 | 174 17 6 |
| Coleshill (Earl of Radnor's Sch.) 5 | - - - | - - - | - - - | 37 15 0 |
| Cookham - - - - N.S. | 368 0 0 | 1859 | | |
| Cookham Dean - - - N.S. 6 | 119 0 0 | 1847 | 2 14 5¼ | 653 19 0 |
| " - - - " | 6 9 0 | 1853 | | |
| Cumnor - " - - N.S. | 434 0 0 | 1861 | | |
| Denchworth - - - N.S. | 87 0 0 | 1860 | | |
| Drayton - - - - N.S. | 124 0 0 | 1848 | | |
| Earley - - - - N.S. 4 | - - - | - - - | 4 4 2½ | 159 14 0 |
| Eastbury - - - - N.S. | 218 0 0 | 1860 | | |
| Faringdon, Infant - Ch. of E. 5 | - - - | - - - | 1 16 11 | 283 16 0 |
| Faringdon - - - - B.S. 4 | - - - | - - - | 2 2 5½ | 265 2 8 |
| Faringdon, Female School of Industry - - - 5 | - - - | - - - | - - - | 118 16 8 |
| Fyfield - - - - N.S. | - - - | - - - | 1 0 0 | |
| Greenham - - - - N.S. - | 16 15 0 | 1859 | 1 4 3½ | |
| Hampstead Norris - - N.S. 5 | 68 0 0 | 1847 | 1 0 8 | 65 6 8 |
| Hanney - - - - N.S. 4 | 165 0 0 | 1848 | 1 13 4 | 10 0 0 |
| " - - - " | 12 11 0 | 1860 | | |
| Harwell - - - - N.S. | *50 0 0 | 1839 | | |
| Hendred, East - - - N.S. 5 | 173 0 0 | 1860 | 1 7 0 | 83 9 0 |
| Hendred, East, St. Amand's - R.C. 6 | 228 12 0 | 1860 | - - - | 27 5 0 |
| Hendred, West - - - N.S. 5 | 153 5 8 | 1854 | 4 14 3 | 281 17 0 |
| Hermitage - - - - N.S. 4 | 35 0 0 | 1841 | 2 8 0 | 105 10 0 |
| " - - - " | 10 17 3 | 1860 | | |
| Hinksey, North - - Ch. of E. 5 | 133 0 0 | 1858 | - - - | 2 10 0 |
| Hinton Waldrist - - - N.S. 5 | *30 0 0 | 1838 | 1 2 8½ | 9 8 0 |
| Hungerford - - - - N.S. 6 | - - - | - - - | 1 19 6½ | 224 15 0 |
| Hungerford, New Town Branch N.S. 6 | - - - | - - - | - - - | 2 15 0 |
| Hurst and Ruscombe - - N.S. 2 | 140 0 0 | 1844 | 1 17 9½ | 91 19 0 |
| Knowl Hill - - - - N.S. 5 | 110 0 0 | 1847 | 1 6 8 | 76 7 0 |
| " - - - " | 116 0 0 | 1860 | | |
| Lambourne - - - - Wes. 4 | - - - | - - - | 7 17 9½ | 519 14 0 |
| Lambourne - - - - N.S. 5 | 106 0 0 | 1851 | 5 13 11¼ | 526 16 4 |
| " - - - " | 243 0 0 | 1856 | | |
| Langford - - - - N.S. | 90 0 0 | 1847 | 1 2 1¾ | |
| Letcomb Bassett - - N.S. | 106 0 0 | 1858 | | |
| Letcomb Regis - - N.S. | 166 4 0 | 1856 | | |
| Maidenhead - - - N.S. 5 | 150 0 0 | 1845 | 2 17 6 | 365 18 0 |
| Newbury - - - - N.S. 5 | 888 0 0 | 1860 | 5 15 6½ | 95 15 8 |
| Newbury - - - - B.S. 3 | 133 0 0 | 1840 | 2 16 10 | 17 10 0 |
| " - - - " | 59 17 6 | 1861 | | |
| Newbury - - - - P.U. 3 | - - - | - - - | - - - | 10 16 8 |
| Newbury - - - - Wes. 4 | 400 0 0 | 1856 | 14 15 4½ | 739 8 0 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| BERKSHIRE—*cont.* | | | | |
| Reading - - - B.S. 3 | - - - | - - - | 4 8 4½ | 218 5 0 |
| Reading, St. Giles' - - N.S. 6 | *150 0 0 | 1838 | 26 17 1¾ | 2,254 4 10 |
| Reading, St. John's, Boys and Girls - - - N.S. 6 | - - - | - - - | - - - | 224 14 4 |
| Reading, St. John's, Infants - N.S. 6 | - - - | - - - | 5 16 8 | 84 18 0 |
| Reading, St. Lawrence's - Par. 6 | 250 0 0 | 1854 | 6 3 4½ | 749 2 8 |
| Reading, St. Mary's - - N.S. 6 | 120 0 0 | 1855 | 7 16 0½ | 915 11 4 |
| Reading, St. Mary's Episcopal Chapel - - - N.S. 5 | - - - | - - - | 13 9 3 | 529 8 4 |
| Shrivenham - - - N.S. 5 | - - - | - - - | 1 4 2 | 57 10 8 |
| Sparsholt - - - N.S. | *40 0 0 | 1839 | | |
| Speen (Stockcross) - - Par. 6 | 293 0 0 | 1857 | 5 16 5½ | 999 8 6 |
| " - - " | 36 8 10 | 1858 | | |
| Stanford in the Vale - - N.S. 5 | 20 0 0 | 1844 | 0 19 10½ | 35 8 0 |
| Steventon - - - N.S. 5 | 40 0 0 | 1841 | - - - | 46 5 0 |
| Sunningdale - - - N.S. 6 | 38 0 0 | 1842 | 9 9 11½ | 627 8 10 |
| " - - - " | 8 0 0 | 1848 | | |
| " - - - " | 5 0 0 | 1850 | | |
| " - - - " | 110 0 0 | 1854 | | |
| Swallowfield - - Ch. of E. | 350 0 0 | 1855 | | |
| Thatcham - - - B.S. 10 | 125 0 0 | 1847 | 1 3 4 | 122 0 10 |
| " - - - " | 9 1 10 | 1848 | | |
| Thatcham - - - N.S. 5 | 225 0 0 | 1846 | 7 13 1½ | 355 4 4 |
| Uffington - - - N.S. | 80 0 0 | 1852 | | |
| Wallingford - - - N.S. 5 | - - - | - - - | 11 7 8 | 501 17 10 |
| " - - - " | - - - | - - - | *a*13 16 8 | |
| Wantage - - - Wes. 4 | 310 0 0 | 1858 | 10 3 4½ | 633 8 0 |
| Wantage, St Peter's and St. Paul's N.S. 6 | - - - | - - - | - - - | 1,143 0 6 |
| Warfield - - - N.S. 4 | - - - | - - - | 1 11 7½ | 47 9 0 |
| Wargrave, Crazies Hill - - N.S. | 150 0 0 | 1861 | | |
| Wargrave-Piggott - - N.S. 3 | - - - | - - - | 5 0 0½ | 267 17 0 |
| Welford and Wickham - - N.S. 5 | 296 0 0 | 1858 | 2 1 0 | 178 13 0 |
| Whitley - - - Ch. of E. | 289 0 0 | 1861 | | |
| Windsor, New - - - N.S. 6 | 10 0 0 | 1848 | 37 10 2 | 2,487 8 6 |
| Windsor, New - - - B.S. 1 | 245 0 0 | 1841 | 12 1 0½ | 803 5 0 |
| " " - - - " | 17 6 8 | 1854 | | |
| " - - - " | 40 0 0 | 1860 | | |
| Windsor, Old - - - N.S. 5 | - - - | - - - | 3 12 10 | 428 16 2 |
| Windsor, St. Mark's - - N.S. 6 | - - - | - - - | 7 19 5½ | 981 17 0 |
| Windsor Park, Royal - - N.S. 8 | - - - | - - - | *a*10 0 0 | 1,173 15 10 |
| Windsor, St. Anne's - - N.S. 6 | 274 5 4 | 1856 | 2 10 0¾ | 322 3 4 |
| " " - - " | 48 5 0 | 1859 | | |
| Windsor - - - P.U. 2 | - - - | - - - | - - - | 32 2 6 |
| Winkfield, Industrial - - N.S. 6 | *70 0 0 | 1839 | 4 7 6¾ | 405 2 8 |
| Wittenham, Long - - N.S. 5 | 160 10 0 | 1858 | - - - | 4 3 0 |
| Wokingham - - - B.S. | *125 0 0 | 1841 | | |
| Wytham - - - N.S. 5 | - - - | - - - | - - - | 184 1 8 |
| BUCKINGHAMSHIRE. | | | | |
| Aston Clinton - - - N.S. | 96 0 0 | 1849 | | |
| Aston Clinton - - - B.S. 11 | - - - | - - - | - - - | 60 13 4 |
| Aylesbury - - - N.S. 5 | 190 0 0 | 1847 | 9 12 8¾ | 921 8 0 |
| " - - - " | 21 0 0 | 1855 | | |
| " - - - " | 85 10 0 | 1860 | | |
| Aylesbury - - - B.S. 3 | - - - | - - - | 4 10 10 | 236 0 0 |
| Aylesbury, St. John's - - N.S. 5 | 151 0 0 | 1859 | - - - | 19 16 8 |
| Beachampton - - - N.S. 6 | - - - | - - - | 2 19 8½ | 92 1 8 |
| Beaconsfield - - - B.S. 1 | - - - | - - - | - - - | 53 19 2 |
| Bierton - - - N.S. 6 | 87 0 0 | 1849 | 3 1 2¾ | 113 3 0 |
| Bletchley - - - N.S. | *50 0 0 | 1840 | | |
| Brickhill, Little - - - N.S. | 44 0 0 | 1841 | | |
| Broughton - - Ch. of E. 5 | - - - | - - - | - - - | 30 3 4 |
| Buckingham - - - N.S. 6 | 211 6 4 | 1857 | - - - | 357 11 0 |
| Buckingham - - - B.S. 11 | - - - | - - - | - - - | 93 2 10 |
| Chalfont, St. Peter's - - N.S. 12 | 70 0 0 | 1848 | 2 2 1½ | 113 11 1 |
| " - - - " | 42 17 6 | 1848 | | |
| Cheddington - - Ch. of E. 5 | - - - | - - - | - - - | 108 0 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| BUCKINGHAMSHIRE—*cont.* | | | | |
| Chesham - - - - N.S. 6 | 200 0 0 | 1846 | 1 14 11½ | 93 16 8 |
| " - - - - " | 54 0 0 | 1851 | | |
| Chesham, Girls - - - B.S. 6 | - - - | - - - | - - - | 10 8 4 |
| Claydon (Middle), Park - - N.S. 6 | - - - | - - - | 3 6 8 | 481 2 4 |
| Claydon, Steeple - - - N.S. 6 | - - - | - - - | 2 5 6½ | 139 6 8 |
| Colnbrook and Horton, Boys - N.S. 12 | 215 0 0 | 1846 | 0 12 2 | |
| " " Girls " | 15 0 0 | 1856 | - - - | 750 7 9 |
| Colnbrook and Horton, and Infants - - - N.S. 12 | 395 0 0 | 1858 | - - - | |
| Crawley, North - - - N.S. | 50 0 0 | 1845 | - - - | |
| Cuddington - - - N.S. 5 | 75 0 0 | 1846 | - - - | 7 18 0 |
| Datchet - - - - N.S. 12 | - - - | - - - | 4 9 9½ | 613 7 6 |
| Drayton Beauchamp - - N.S. | 60 0 0 | 1845 | | |
| Dunton - - - - N.S. | 25 0 0 | 1842 | | |
| Eton - - - - P.U. | - - - | - - - | - - - | 23 0 0 |
| Farnham-Royal - - - N.S. 12 | - - - | - - - | 4 15 3 | 122 3 10 |
| Fulmer - - - - N.S. | 50 0 0 | 1844 | 2 1 8 | |
| " - - - - " | 50 0 0 | 1855 | | |
| Granborough - - - N.S. | 90 0 0 | 1854 | | |
| Haddenham - - - B.S. | 70 0 0 | 1851 | | |
| Hambledon - - - N.S. 12 | - - - | - - - | 2 6 4½ | 233 4 0 |
| Hulcott - - - - N.S. | 87 0 0 | 1856 | | |
| " - - - - " | 44 0 0 | 1858 | | |
| Iver, Boys - - - N.S. 12 | 102 0 0 | 1849 | - - - | 287 8 4 |
| Iver, Girls and Infants - N.S. 12 | 100 0 0 | 1847 | - - - | 392 12 2 |
| Kimble, Great - - - N.S. 5 | - - - | - - - | - - - | 12 0 0 |
| Langley Marish - - - N.S. 7 | 72 0 0 | 1848 | 2 5 10 | 213 3 0 |
| Lavendon - - - - N.S. | *49 0 0 | 1838 | | |
| " - - - - " | 78 0 0 | 1853 | | |
| Leckhampstead - - - N.S. 5 | *60 0 0 | 1839 | - - - | 47 6 0 |
| " - - - - " | 18 7 6 | 1860 | | |
| Lee Common - - - N.S. | 50 0 0 | 1848 | | |
| Leonards, St. - - - N.S. | 229 12 0 | 1861 | | |
| Linslade - - - - N.S. 5 | 198 0 0 | 1849 | 8 13 6½ | 204 19 0 |
| " - - - - " | 47 11 2 | 1860 | | |
| Ludgershall - - - N.S. 5 | 93 0 0 | 1847 | 2 8 2 | 38 12 4 |
| Marlow, Great - - - N.S. 12 | - - - | - - - | 6 16 8½ | 919 6 6 |
| Marlow - - - - B.S. | - - - | - - - | 1 3 2 | |
| Marsh Gibbon - - - N.S. | 120 0 0 | 1849 | 0 8 8½ | |
| " " - - - " | 40 0 0 | 1851 | | |
| Marston, North - - - N.S. | *60 0 0 | 1835 | | |
| Marsworth - - - N.S. 11 | 45 0 0 | 1842 | 1 0 0 | 6 0 0 |
| Milton Keynes - - Ch. of E. | 216 0 0 | 1861 | | |
| Mursley - - - - N.S. | *25 0 0 | 1835 | | |
| Nash - - - - N.S. 5 | 276 0 0 | 1857 | 1 11 7½ | 103 19 7 |
| Newport Pagnell - - B.S. | *90 0 0 | 1838 | | |
| Newport Pagnell - - N.S. 5 | - - - | - - - | - - - | 98 4 8 |
| Olney - - - - N.S. 3 | 176 0 0 | 1848 | 1 6 7 | 19 3 4 |
| Penn Street - - - N.S. 11 | - - - | - - - | - - - | 18 8 4 |
| Preston Bissett - - N.S. 5 | 243 0 0 | 1859 | - - - | 10 10 0 |
| Quainton (Endowed) - - N.S. 5 | - - - | - - - | 1 10 8¾ | 10 0 0 |
| Risborough, Monks - - N.S. | 100 0 0 | 1859 | | |
| Risborough, Prince's - - N.S. 3 | 105 0 0 | 1842 | - - - | 257 5 8 |
| " " - - - " | 35 0 0 | 1844 | | |
| Risborough, Prince's - - B.S. | 153 0 0 | 1848 | | |
| Seer Green - - - N.S. | 144 0 0 | 1860 | | |
| Skirmett, Infants - - N.S. 12 | - - - | - - - | - - - | 7 3 9 |
| Slapton - - - - Par. 5 | - - - | - - - | - - - | 5 0 0 |
| Stantonbury-cum-Bradwell - N.S. 5 | 935 0 0 | 1859 | - - - | 103 18 2 |
| Stewkley - - - - N.S. | 374 18 0 | 1860 | | |
| Stoke Goldington - - N.S. | *72 0 0 | 1840 | | |
| Stoke Hamond - - - N.S. | 38 0 0 | 1844 | | |
| Stoke Mandeville - - N.S. | 60 0 0 | 1845 | 1 0 0 | |
| Stoke Pogis - - - N.S. 12 | 95 0 0 | 1843 | 6 14 11½ | 668 8 7 |
| Stratford, Fenny - - N.S. 5 | 312 0 0 | 1861 | - - - | 23 19 8 |
| Stratford, Stony - - N.S. 6 | - - - | - - - | - - - | 43 10 0 |
| Stratford, Stony - - B.S. 4 | - - - | - - - | 3 4 2 | 7 10 0 |
| Taplow - - - - N.S. 12 | 74 0 0 | 1849 | 1 13 1½ | 252 15 8 |
| " - - - - " | 92 12 0 | 1855 | | |
| Thornborough - - - N.S. | 42 0 0 | 1841 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Buckinghamshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Towersey - - - - N.S. 11 | 60 0 0 | 1849 | - - - | 13 6 8 |
| Turweston - - - - N.S. | 165 6 4 | 1861 | | |
| Tyler's Green - - - N.S. | 51 0 0 | 1844 | | |
| Upton-cum-Chalvey - - N.S. 12 | 64 0 0 | 1842 | 9 9 5½ | 1,130 16 0 |
| " " - - - - " | 290 15 0 | 1853 | | |
| " " - - - - " | 5 4 0 | 1855 | | |
| Waddesdon - - - - N.S. 6 | 119 0 0 | 1849 | 6 1 9 | 602 9 6 |
| " - - - - " | 156 2 0 | 1860 | | |
| Waddesdon - - - - B.S. 9 | 121 0 0 | 1847 | 7 13 9½ | 374 19 0 |
| Walton - - - - N.S. 6 | - - - | - - - | 2 2 6½ | 328 1 10 |
| Walton and Woughton - N.S. 7 | - - - | - - - | 0 16 8½ | 2 12 0 |
| Wendover - - - - N.S. | - - - | - - - | 2 5 10 | 15 0 0 |
| Westbury - - - - N.S. 6 | 148 17 6 | 1861 | - - - | 15 18 4 |
| Whaddon - - - - N.S. 6 | 28 0 0 | 1842 | - - - | 14 5 6 |
| Whitchurch - - - - Wes. 3 | 170 0 0 | 1850 | 7 5 6 | 646 13 0 |
| Wing - - - - N.S. 5 | - - - | - - - | 9 0 0½ | 86 5 4 |
| Wingrave and Rownham Ch. of E. | 100 0 0 | 1859 | | |
| Winslow - - - - N.S. 6 | *80 0 0 | 1840 | 3 18 11 | 191 7 8 |
| " - - - - " | 8 7 8 | 1849 | | |
| " - - - - " | 18 10 0 | 1854 | | |
| Woburn Sands - - - - N.S. 7 | - - - | - - - | 2 11 4½ | 250 3 8 |
| Wolverton - - - - N.S. 5 | - - - | - - - | 1 13 4½ | 53 18 8 |
| Wolverton Station - - B.S. 4 | - - - | - - - | 13 11 6 | 664 17 4 |
| " " - - - " | - - - | - - - | a13 6 8 | |
| Wooburn - - - - N.S. 12 | 150 0 0 | 1852 | 2 12 2½ | 184 19 8 |
| " - - - - " | 50 0 0 | 1852 | | |
| Wycombe - - - - P.U. 12 | - - - | - - - | - - - | 121 13 4 |
| Wycombe, High - - - B.S. 3 | *400 0 0 | 1835 | - - - | 1,073 10 10 |
| " " - - - " | 9 7 8 | 1848 | | |
| " " - - - " | 54 0 0 | 1853 | | |
| Wycombe, High - - - N.S. 12 | 1,176 0 0 | 1855 | 7 4 4½ | 390 10 2 |
| **Cambridgeshire.** | | | | |
| Aldreth-in-Haddenham, Daily and Sunday School - - | *20 0 0 | 1836 | | |
| Barrington - - - - N.S. 2 | 161 0 0 | 1859 | - - - | 5 5 0 |
| Barton - - - - N.S. | 15 0 0 | 1844 | | |
| " - - - - " | 12 15 0 | 1861 | | |
| Bassingbourne - - - N.S. | *60 0 0 | 1836 | | |
| Bassingbourne - - - B.S. | *60 0 0 | 1838 | | |
| Bottisham - - - - N.S. | 100 0 0 | 1840 | | |
| " - - - - " | 50 0 0 | 1847 | | |
| Brinckley - - - - N.S. | 65 0 0 | 1845 | | |
| Burwell - - - - Par. 3 | 233 11 0 | 1859 | - - - | 60 10 0 |
| Burwell - - - - B.S. 3 | 80 0 0 | 1847 | 1 2 6½ | 152 5 0 |
| Cambridge - - - - B.S. 2 | 250 0 0 | 1840 | 21 3 5½ | 2,037 1 4 |
| " - - - - " | 11 6 0 | 1848 | | |
| " - - - - " | 100 0 0 | 1849 | | |
| " - - - - " | 114 0 0 | 1856 | | |
| Cambridge, Barnwell - - N.S. 4 | *210 0 0 | 1838 | 30 15 1½ | 2,508 11 0 |
| " " - - - " | 100 0 0 | 1848 | | |
| " " - - - " | 64 2 8 | 1852 | | |
| " " - - - " | 16 0 0 | 1856 | | |
| Cambridge, Barnwell Abbey - N.S. 4 | 605 0 0 | 1859 | 1 13 11 | 181 0 0 |
| Cambridge, Church School-masters' Association - - - | - - - | - - - | 5 5 7 | |
| Cambridge, Industrial - - N.S. | 106 10 0 | 1851 | - - - | 284 7 5 |
| " - - - - " | 95 0 0 | 1852 | | |
| Cambridge (King Street) - N.S. 4 | 178 0 0 | 1855 | 10 4 3½ | 1,203 10 0 |
| Cambridge (Pound Hill), Infants - - - Ch. of E. | 33 0 0 | 1855 | | |
| Cambridge, St. Giles' - - N.S. 4 | - - - | - - - | - - - | 686 8 0 |
| Cambridge, St. Paul's (Russell Street) - - - - N.S. 4 | 300 0 0 | 1845 | 15 17 0¾ | 3,051 14 4 |
| " " - - - " | 55 18 8 | 1851 | | |
| " " - - - " | 100 0 0 | 1852 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d | £ s. d. |
| CAMBRIDGESHIRE—*cont.* | | | | |
| Cambridge, St. Paul's (Union Road), Infants - - - N.S. | 100 0 0 | 1846 | | |
| " - - - " | 3 10 0 | 1848 | | |
| Cambridge, St. Peter's (Castle End) - - - - N.S. 4 | 21 0 6 | 1854 | 9 6 9½ | 730 12 0 |
| Caxton - - - - N.S. | 201 12 0 | 1855 | 1 3 4½ | |
| Chatteris, Boys - - - B.S. 3 | - - - | - | - - - | 5 2 0 |
| Chatteris, Infants - - - " 3 | - - - | - | - - - | 543 7 4 |
| Chatteris, Infants - Ch. of E. | 70 0 0 | 1845 | | |
| Chatteris, Girls' - - - 3 | - - - | - | - - - | 225 5 0 |
| Chatteris, Slade Lode, Infants, Ragged - - - - - 3 | 157 0 0 | 1858 | - - - | 112 13 4 |
| Chesterton - - - N.S. | 144 0 0 | 1844 | 2 4 2½ | |
| Comberton - - - N.S. 4 | 75 0 0 | 1846 | 1 15 0 | 320 8 0 |
| " - - - - " | 4 16 0 | 1849 | | |
| " - - - - " | 31 0 0 | 1855 | | |
| Conington, - - - N.S. | 26 10 0 | 1842 | | |
| " - - - " | 26 10 0 | 1849 | | |
| Coton - - - - N.S. | 49 0 0 | 1848 | | |
| Croydon (near Arrington) - N.S. | 254 0 0 | 1858 | | |
| Ditton (Fen.) - - - N.S. | 70 0 0 | 1844 | | |
| " - - - " | 27 0 0 | 1846 | | |
| Ditton, Wood - - - N.S. | 133 0 0 | 1849 | | |
| Duxford - - - N.S. 3 | 9 0 0 | 1848 | 3 16 9½ | 421 13 6 |
| " - - - - " | 168 0 0 | 1848 | | |
| " - - - - " | 20 14 9 | 1860 | | |
| Elm - - - - N.S. 4 | 259 0 0 | 1861 | 1 18 7½ | 8 15 0 |
| Elsworth - - - N.S. 3 | 187 0 0 | 1849 | 17 15 0 | 9 10 0 |
| Ely (Silver Street) - - N.S. 4 | 27 15 4 | 1850 | 18 12 11¾ | 1,040 17 4 |
| " - - - " | 1,179 0 0 | 1859 | | |
| Ely, Girls - - - N.S. 4 | - - - | - | - - - | 105 15 0 |
| Ely (Broad Street), Infant and Adult School - - - - 4 | 480 0 0 | 1859 | - - - | 64 15 0 |
| Fordham - - - N.S. | 168 0 0 | 1849 | | |
| Fulbourn - - - N.S. 3 | 189 5 6 | 1859 | 1 2 8½ | 38 18 4 |
| Gamlingay - - - N.S. | 160 0 0 | 1849 | | |
| Gransden, Little - - - N.S. | 95 0 0 | 1848 | | |
| " - - - " | 37 0 0 | 1848 | | |
| Guilden-Morden - - N.S. 4 | 150 0 0 | 1850 | 4 18 11¾ | 622 18 0 |
| Haddenham - - - B.S. 2 | - - - | - | 3 0 10½ | 238 10 6 |
| Haddenham, Girls' Industrial - N.S. 2 | - - - | - | 4 15 7¾ | 42 0 0 |
| Horningsey - - - N.S. | 40 10 0 | 1842 | | |
| Impington - - - N.S. | 55 0 0 | 1847 | | |
| Isleham - - - N.S. 3 | 230 0 0 | 1849 | - - - | 109 7 6 |
| Linton - - - N.S. 4 | - - - | - | 7 6 10½ | 841 14 2 |
| Litlington - - - N.S. 4 | 243 0 0 | 1859 | - - - | 46 5 0 |
| Littleport - - - N.S. 2 | 400 0 0 | 1847 | 8 11 1 | 689 19 0 |
| " - - - - " | 64 13 4 | 1855 | | |
| Madingley - - - N.S. | 50 0 0 | 1845 | | |
| March - - - N.S. 3 | - - - | - | 5 4 7 | 137 6 8 |
| March, Infants - - N.S. 3 | - - - | - | - - - | 209 18 0 |
| Melbourn (Ayloffe's) - Ch. of E. 3 | 90 0 0 | 1854 | - - - | 11 0 0 |
| Oakington - - - N.S. | *50 0 0 | 1838 | | |
| | 10 0 0 | 1861 | | |
| Over - - - - N.S. 3 | 111 5 0 | 1844 | 3 7 4½ | 217 11 10 |
| " - - - - " | 4 16 8 | 1847 | | |
| " - - - - " | 65 0 0 | 1861 | | |
| Over - - - - B.S. 2 | - - - | - | 1 12 9½ | 76 10 8 |
| Papworth, St. Agnes' - Ch. of E. 2 | - - - | - | - - - | 0 17 0 |
| Pri kwillow - - - N.S. 3 | - - - | - | 5 1 5½ | 53 11 0 |
| Rampton - - - N.S. | 36 0 0 | 1846 | | |
| Sawston - - - N.S. | 48 0 0 | 1842 | | |
| Shelford, Great - - N.S. | 81 0 0 | 1843 | | |
| " " - - - " | 40 0 0 | 1843 | | |
| " " - - - " | 4 2 0 | 1846 | | |
| " " - - - " | 33 0 0 | 1861 | | |
| Soham - - - N.S. 2 | 473 0 0 | 1858 | - - - | 169 16 4 |
| Stapleford - - - N.S. 3 | 102 0 0 | 1847 | - - - | 8 1 0 |
| " - - - - " | 13 1 0 | 1861 | | |
| Sutton - - - - N.S. | 528 10 0 | 1861 | | |

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| **Cambridgeshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Swaffham-Bulbeck - - N.S. | 54 0 0 | 1841 | | |
| Swavesey - - - - N.S. 4 | 100 0 0 | 1842 | 3 13 4¼ | 627 9 4 |
| " - - - - " | 5 0 0 | 1847 | | |
| " - - - - " | 123 0 0 | 1849 | | |
| " - - - - " | 93 0 0 | 1858 | | |
| Thorney Abbey - - - N.S. 3 | - - - | - - - | 2 18 4 | 1,118 3 6 |
| Toft and Caldecote - - N.S. 4 | *25 0 0 | 1835 | 1 15 4½ | 70 12 6 |
| Trumpington - - - N.S. 4 | 60 0 0 | 1844 | 2 16 6 | 532 16 8 |
| " - - - " | 48 10 0 | 1840 | | |
| " - - - " | 18 0 0 | 1854 | | |
| " - - - " | 176 0 0 | 1858 | | |
| Tyd, St. Giles' - - - N.S. | - - - | - - - | 2 11 4 | |
| Waterbeach - - - N.S. | - - - | - - - | 1 15 2¼ | |
| Whittlesea, St. Mary's and St. Andrew's - - - - N.S. 3 | 190 10 0 | 1851 | 12 11 5 | 774 14 6 |
| " - - - - " | 200 0 0 | 1852 | | |
| " - - - - " | 19 17 6 | 1860 | | |
| Whittlesford - - - N.S. 2 | 377 0 0 | 1860 | 1 12 3 | 66 11 8 |
| Wilbraham, Little - - N.S. | 82 10 0 | 1850 | | |
| Wilburton - - - N.S. 3 | *29 0 0 | 1839 | 3 9 0¾ | 174 16 0 |
| " - - - " | 216 0 0 | 1855 | | |
| Willingham - - - B.S. 3 | - - - | - - - | 10 5 6½ | 286 12 0 |
| Wisbeach, Boys - - - B.S. 7 | 160 0 0 | 1841 | 24 8 6¾ | 941 5 0 |
| " " - - - " | 21 13 4 | 1854 | | |
| " " - - - " | 37 0 0 | 1855 | | |
| Wisbeach, Girls - - - B.S. 7 | 150 0 0 | 1840 | 3 15 6¾ | 317 11 0 |
| Wisbeach, Infants - - - B.S. 7 | - - - | - - - | - - - | 87 15 0 |
| Wisbeach, St. Peter's, Boys - - N.S. 4 | 34 18 10 | 1853 | 7 12 6¾ | 1,220 6 8 |
| " " - - - " | 17 6 0 | 1856 | a9 10 0 | |
| Wisbeach, St. Peter's Girls and Infants - - - - N.S. | 204 0 0 | 1861 | | |
| Witchford - - - - N.S. | - - - | - - - | 1 4 6¾ | 5 0 0 |
| Wrattling (West) - - - N.S. | 287 0 0 | 1861 | 4 3 4 | |
| **Cheshire.** | | | | |
| Acton - - - - - N.S. 6 | 315 0 0 | 1845 | 22 7 7½ | 2,400 0 7 |
| " - - - - - " | 165 0 0 | 1850 | | |
| " - - - - - " | 102 13 4 | 1856 | | |
| Adlington - - - N.S. 10 | 158 0 0 | 1859 | 2 10 0½ | 57 16 6 |
| Adlington (Whitley Green), St. Stephen's - - - N.S. 10 | - - - | - - - | 1 13 4½ | 12 18 4 |
| Alderley Edge - - - B.S. 3 | - - - | - - - | 2 13 9 | 311 10 4 |
| Alderley, Endowed, Boys' School - 9 | - - - | - - - | 1 1 8 | 39 10 0 |
| Alderley (Lady Stanley's of Alderley), Girls - - Ch. of E. 9 | - - - | - - - | 1 13 4½ | 99 7 4 |
| Alderley (Over) - - - - N.S. 6 | 25 0 0 | 1842 | 1 2 3 | 4 7 0 |
| Alsager - - - - N.S. 9 | - - - | - - - | - - - | 35 18 4 |
| Altrincham - - - Wes. 5 | - - - | - - - | 4 3 4 | 74 9 4 |
| Altrincham, St. George's, Jubilee N.S. 11 | 648 18 9 | 1861 | 6 10 0½ | 53 12 4 |
| Altrincham and Bowdon Downs B.S. 12 | - - - | - - - | 4 6 8½ | 825 5 8 |
| Alvanley - - - Ch. of E. 11 | - - - | - - - | - - - | 11 5 0 |
| Antrobus - - - - N.S. | 50 0 0 | 1844 | 1 8 7 | |
| " - - - - " | 97 3 6 | 1860 | | |
| Appleton - - - N.S. 5 | - - - | - - - | - - - | 84 6 0 |
| Arley, Middle - - - N.S. 5 | - - - | - - - | 3 6 8½ | 139 0 0 |
| Astbury - - - - N.S. 6 | 116 0 0 | 1842 | 7 2 6½ | 925 8 6 |
| " - - - - " | 150 0 0 | 1855 | | |
| Audlem, Mixed - - - N.S. 11 | 65 10 0 | 1846 | - - - | 213 19 0 |
| " - - - - " | 3 8 0 | 1849 | | |
| Audlem, Boys - - - Par. | - - - | - - - | 3 18 2½ | |
| " - - - - " | - - - | - - - | a9 18 10 | |
| Backford - - - - N.S. | 100 0 0 | 1845 | | |
| Barnton - - - - N.S. 5 | 226 0 0 | 1845 | 9 2 7½ | 776 3 8 |
| " - - - - " | 39 0 0 | 1860 | | |
| Barthomley - - - N.S. 7 | 152 0 0 | 1849 | - - - | 30 0 0 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| CHESHIRE—*cont.* | | | | |
| Bebington, Higher, St. Peter's - N.S. 7 | - - - | - - - | - - - | 41 13 0 |
| Bebington, Lower - - N.S. 7 | *75 0 0 | 1836 | 5 16 8 | 74 8 4 |
| Bickerton - - - - N.S. 11 | 45 0 0 | 1842 | - - - | 1 7 0 |
| " - - - - - " | 30 0 0 | 1844 | | |
| " - - - - - " | 1 8 0 | 1845 | | |
| Bidstone - - - - N.S. 7 | *53 0 0 | 1839 | 2 6 8½ | 166 18 0 |
| " - - - - - " | 55 0 0 | 1855 | | |
| Bidston, Moreton - Ch. of E. | 226 0 0 | 1861 | | |
| Birkenhead - - - Wes. 8 | 954 0 0 | 1858 | 8 6 8 | 342 9 7 |
| Birkenhead (Argyle Street), Infants - - - N.S. | - - - | - - - | 1 10 10½ | |
| Birkenhead (Back Chester Street) - - - N.S. | - - - | - - - | 1 1 3 | |
| Birkenhead (Market Street) - N.S. | - - - | - - - | 1 10 10½ | |
| Birkenhead (Holy Trinity) - N.S. 7 | 300 0 0 | 1844 | 31 14 3 | 1,480 2 0 |
| " " - " | 120 0 0 | 1846 | | |
| " " - " | 56 0 0 | 1855 | | |
| " " - " | 20 0 0 | 1856 | | |
| Birkenhead, Holy Trinity, Ragged School - - - - 7 | 400 0 0 | 1852 | - - - | 372 3 0 |
| " - - - | 100 0 0 | 1852 | | |
| Birkenhead (Priory Street), Girls and Infants - - N.S. | - - - | - - - | 2 7 7 | |
| Birkenhead, St. Andrew's, - Pres. 8 | - - - | - - - | - - - | 117 16 4 |
| Birkenhead, St. Anne's - - N.S. 7 | 262 0 0 | 1850 | 6 3 3½ | 31 5 0 |
| Birkenhead, St. James' - Ch. of E. 7 | - - - | - - - | - - - | 44 12 0 |
| Birkenhead, St. John's - - N.S. 7 | 480 0 0 | 1847 | 8 4 0 | 1,184 10 8 |
| Birkenhead, St. Mary's - - R.C. | 1,101 0 0 | 1857 | | |
| Birkenhead, St. Patrick's - R.C. 6 | - - - | - - - | - - - | 446 10 7 |
| Birkenhead, St. Werburgh's - R.C. 6 | - - - | - - - | 5 9 1 | 210 3 4 |
| Bollington, Day and Evening N.S. 10 | *250 0 0 | 1839 | 28 7 10½ | 2,116 0 4 |
| " " " " | 50 0 0 | 1852 | *a* 6 13 4 | |
| " " " - " | 324 0 0 | 1856 | | |
| Bollington - - - - Wes. 4 | 256 0 0 | 1858 | 18 8 4½ | 1,068 18 6 |
| Bollington Cross - - - N.S. 11 | 241 0 0 | 1845 | 14 1 5½ | 435 12 10 |
| Bollington (near Rostherne), Ch. of E. 11 | 197 0 0 | 1858 | 1 0 0 | 94 6 0 |
| Bosley - - - - N.S. 9 | 216 0 0 | 1859 | 2 7 5½ | 14 19 2 |
| Boughton, St. Paul's - - N.S. 4 | 661 4 0 | 1858 | 5 16 6½ | 407 8 9 |
| " - - - | 170 10 0 | 1861 | | |
| Bowdon (or Altrincham, and Bowden, St. Margaret's) - N.S. 11 | 162 0 0 | 1858 | 13 6 10½ | 480 7 4 |
| Bradwell Reformatory - - - 10 | - - - | - - - | 1 13 4½ | 171 8 3 |
| Bredbury, St. Mark's - - N.S. 7 | 322 10 0 | 1850 | 3 6 8 | 118 14 5 |
| Brighton, New - - - N.S. 8 | - - - | - - - | 6 13 4½ | 544 16 8 |
| Broken Cross, St. Thomas' - N.S. 9 | 59 0 0 | 1849 | - - - | 162 10 8 |
| " " - " | 41 0 0 | 1857 | | |
| Budworth, Great - - Ch. of E. 6 | 540 0 0 | 1858 | 4 4 8½ | 204 18 4 |
| Buglawton - - - - N.S. 10 | 230 0 0 | 1844 | 7 9 8½ | 409 16 6 |
| " - - - - " | 3 0 0 | 1853 | | |
| " - - - - " | 25 0 0 | 1859 | | |
| Bunbury, Aldersey, Endowed - N.S. 11 | 50 0 0 | 1857 | 6 19 6½ | 311 7 0 |
| Bunbury, Girls - - - N.S. 11 | - - - | - - - | 3 15 0½ | 5 0 0 |
| Burton, Bishop Wilson's - N.S. 4 | 93 0 0 | 1860 | 1 6 7½ | 59 14 0 |
| Carrington, Earl Stamford's - N.S. 11 | - - - | - - - | 4 7 6½ | 235 12 6 |
| Castle Northwich - - Ch. of E. 6 | 225 0 0 | 1860 | - - - | 26 8 4 |
| Cheadle - - - - N.S. 7 | *90 0 0 | 1837 | 4 7 6 | 540 11 0 |
| " - - - - " | 68 12 6 | 1861 | | |
| Chester, Christ's Church - N.S. 4 | 150 0 0 | 1842 | 6 10 3½ | 208 19 2 |
| " " - " | 7 12 0 | 1849 | | |
| " " - " | 21 0 0 | 1856 | | |
| " " - " | 17 0 0 | 1861 | | |
| Chester, Consolidated Girls' School - - - - - 4 | - - - | - - - | 1 11 7½ | 160 5 0 |
| Chester, Grosvenor, St. John's - N.S. 4 | - - - | - - - | 4 3 4½ | 509 9 10 |
| Chester, Model School - - - 5 | 200 0 0 | 1845 | 6 18 2½ | 405 6 0 |
| " - - | 116 0 0 | 1860 | | |
| Chester, Ragged and Industrial School - - - - 2 | - - - | - - - | 2 6 8½ | 391 2 10 |
| Chester (St. John's Street) - Wes. 7 | 500 0 0 | 1860 | 11 0 1 | 122 18 4 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| CHESHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Chester, St. Mary's - - N.S. 4 | 516 0 0 | 1847 | 12 5 3½ | 862 16 6 |
| " " - - " | 4 13 0 | 1848 | | |
| " " - - " | 172 0 0 | 1857 | | |
| Chester, St. Oswald's - N.S. 4 | 170 0 0 | 1856 | 4 16 0½ | 1,012 12 0 |
| Chester, St. Werburgh's - R.C. 6 | - - - | - - - | 5 0 0 | 211 10 2 |
| Christleton - - - Par. 4 | 208 16 0 | 1857 | 5 4 2½ | 663 18 0 |
| Clutton - - - - N.S. | *50 0 0 | 1838 | 1 0 0 | |
| Coatbrook - - - N.S. | 30 0 0 | 1848 | | |
| Congleton, St. James' Girls and Infants - - - N.S. 9 | 300 0 0 | 1845 | 18 7 0 | |
| " " - - " | 12 5 0 | 1849 | - - - | |
| " " - - " | 52 1 8 | 1852 | - - - | 1,780 15 10 |
| " " - - " | 4 0 0 | 1852 | - - - | |
| Congleton, St. James' Boys - " | 298 8 9 | 1861 | - - - | |
| Congleton, St. Peter's (North Street) - - - N.S. 9 | - - - | - - - | 8 14 8½ | 277 11 4 |
| Congleton, St. Stephen's - N.S. 9 | 367 0 0 | 1849 | 6 0 6 | 201 2 6 |
| Congleton (Wagg Street) - Wes. 3 | - - - | - - - | 12 19 7¾ | 443 18 4 |
| Congleton, Infants - - Wes. 3 | - - - | - - - | - - - | 35 15 0 |
| Coppenhall - - - N.S. 7 | 36 0 0 | 1843 | - - - | 195 7 4 |
| " - - - " | 17 6 8 | 1856 | | |
| Cranage, Blue Coat - - N.S. 6 | - - - | - - - | 6 7 1½ | 324 15 10 |
| Crewe - - - N.S. 8 | - - - | - - - | 36 5 4 | 3,399 19 2 |
| Crewe - - - R.C. 6 | - - - | - - - | 3 11 8 | 329 6 5 |
| Crewe Green - Ch. of E. 8 | - - - | - - - | 2 6 7½ | 195 12 8 |
| Dane Bridge - - - N.S. 5 | 529 4 0 | 1855 | 5 12 6¾ | 386 5 10 |
| Davenham - - - N.S. 5 | 864 0 0 | 1857 | 6 15 10½ | 557 16 8 |
| Delamere Forest - - N.S. 4 | 150 0 0 | 1847 | - - - | 233 0 2 |
| " " - - " | 26 0 0 | 1855 | | |
| Disley - - - N.S. 10 | - - - | - - - | 2 9 5½ | 58 10 0 |
| Dukinfield, Factory - B.S. 10 | - - - | - - - | 28 10 11½ | 776 16 2 |
| Dukinfield, Moravian School - - 11 | 352 2 6 | 1853 | 4 13 11½ | 995 14 2 |
| Dukinfield, St. John's - N.S. 9 | 600 0 0 | 1845 | 21 4 4½ | 2,006 2 0 |
| " " - - " | 14 17 6 | 1856 | | |
| " " - - " | 50 17 6 | 1860 | | |
| Dukinfield, St. Mark's - N.S. 7 | 496 0 0 | 1848 | 10 1 1¼ | 1,385 7 5 |
| " " - - " | 2 7 0 | 1848 | | |
| " " - - " | 42 0 0 | 1850 | | |
| " " - - " | 56 13 4 | 1855 | | |
| " " - - " | 107 10 0 | 1857 | | |
| Dukinfield, St. Mark's, "Lower," Infants, - N.S. 7 | 113 0 | 1850 | - - - | 35 15 0 |
| Dunham Massey, St. Margaret's N.S. 11 | 756 0 0 | 1858 | 5 15 8 | 400 18 7 |
| Eastham - - - N.S. 7 | 316 1 1 | 1855 | 1 14 6 | 134 11 3 |
| Eaton, Ch. Ch. - - - N.S. 9 | - - - | - - - | - - - | 31 6 8 |
| Ellesmere Port - - N.S. 11 | 45 0 0 | 1845 | 2 7 1 | 42 0 0 |
| Elworth, St Peter's - N.S. 6 | 80 0 0 | 1849 | 2 0 8½ | 58 6 8 |
| Faddiley - - - N.S. | 124 0 0 | 1850 | 1 0 0 | |
| Farndon - - - Par. 4 | - - - | - - - | - - - | 1 15 0 |
| Flookersbrook - - N.S. 4 | - - - | - - - | 2 14 0 | 739 12 2 |
| Frodsham, Endowed Grammar School - - - 4 | - - - | - - - | 4 9 4 | 505 2 0 |
| Frodsham, Girls and Infants - N.S. 4 | *100 0 0 | 1837 | 9 19 11¾ | 681 11 8 |
| " " - - " | 73 10 0 | 1852 | | |
| " " - - " | 26 0 0 | 1852 | | |
| Godley-cum-Newton Green - N.S. 8 | 456 0 0 | 1849 | 6 10 10 | 195 14 4 |
| " " - - " | 17 0 0 | 1858 | | |
| Goostrey - - - N.S. 7 | 300 0 0 | 1857 | - - - | 52 7 0 |
| Grappenhall - - - N.S. 5 | 156 0 0 | 1846 | 5 15 11 | 1,605 7 6 |
| " - - - " | 12 0 0 | 1847 | | |
| " - - - " | 35 0 0 | 1851 | | |
| " - - - " | 45 0 0 | 1855 | | |
| Halton - - - Par. 5 | - - - | - - - | 6 2 0 | 336 0 8 |
| Halton, Grammar School - - 5 | - - - | - - - | - - - | 170 19 4 |
| Handforth - - - N.S. 8 | 175 0 0 | 1845 | 1 13 4 | 110 5 0 |
| Handley - - - Ch. of E. 5 | - - - | - - - | - - - | 4 5 0 |
| Hartford - - - - N.S. 11 | *78 0 0 | 1834 | 8 5 1½ | 142 7 0 |
| " - - - - " | 50 0 0 | 1858 | | |
| " - - - - " | 21 17 0 | 1858 | | |
| " - - - - " | 37 10 0 | 1861 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| CHESHIRE—*cont.* | | | | |
| Haslington - - - N.S. 8 | 648 0 0 | 1860 | 1 1 4½ | 51 17 0 |
| Hassell Green - - - Wes. 3 | - - - | - - - | 2 10 0½ | 5 14 0 |
| Helsby - - - N.S. 5 | 100 0 0 | 1847 | - - - | 5 6 0 |
| Henbury - - - Ch. of E. 9 | - - - | - - - | 1 18 2½ | 137 6 0 |
| Hollingworth - - - N.S. 7 | 222 0 0 | 1846 | 3 19 1½ | 41 2 3 |
| " - - - " | 18 0 0 | 1856 | | |
| Hoyle Lake - - - N.S. 7 | 70 0 0 | 1844 | 3 16 2 | 433 7 10 |
| " - - - " | 9 8 6 | 1854 | | |
| " - - - " | 68 10 8 | 1854 | | |
| " - - - " | 109 0 0 | 1856 | | |
| Hulme Walfield - - - N.S. 6 | - - - | - - - | - - - | 6 7 0 |
| Hurdsfield, Upper - - N.S. 10 | 400 0 0 | 1841 | 16 13 4¼ | 448 7 0 |
| " " - - " | 50 0 0 | 1844 | | |
| " " - - " | 20 0 0 | 1845 | | |
| Hurdsfield, Lower, Infants - N.S. 10 | 350 0 0 | 1845 | 5 2 2½ | 993 16 8 |
| " " " - " | 6 8 0 | 1851 | | |
| " " " - " | 19 6 0 | 1856 | | |
| Huxley - - - N.S. 4 | 54 0 0 | 1851 | 1 10 0½ | 37 1 4 |
| Hyde, Flowery Field School - - 2 | - - - | - - - | 10 16 5½ | 659 12 4 |
| Hyde, St. George's - - N.S. 7 | *300 0 0 | 1836 | 8 3 8½ | 470 14 4 |
| Hyde, St. Paul's - - R.C. 6 | - - - | - - - | - - - | 203 17 0 |
| Hyde, St. Thomas' Church Sch. | - - - | - - - | 1 2 2 | |
| Kelsall, St. Philip's - - N.S. | 60 0 0 | 1846 | 1 9 8½ | |
| Kettleshulme - - N.S. | 207 0 0 | 1856 | 2 18 11 | |
| Kingsley - - - N.S. | 120 0 0 | 1847 | | |
| " - - - " | 59 5 0 | 1853 | | |
| Knutsford - - - Par. 11 | - - - | - - - | 2 10 10 | 365 1 0 |
| Knutsford, Girls - - Ch. of E. 11 | - - - | - - - | - - - | 55 18 4 |
| Knutsford (Lady Egerton's) Ch. of E. 11 | - - - | - - - | - - - | 89 0 0 |
| Latchford, Infants - - N.S. 5 | 100 0 0 | 1844 | - - - | 31 13 4 |
| " - - - " | 15 16 0 | 1854 | | |
| Lawton (Church), Boys & Girls - N.S. 6 | 105 0 0 | 1844 | 2 13 8 | 180 6 10 |
| " " " - " | 12 13 4 | 1856 | | |
| Lawton (Church), Girls Industrial - | - - - | - - - | 6 6 4½ | 968 15 4 |
| Lees - - - N.S. | *35 0 0 | 1839 | 1 13 3½ | |
| Leftwich, Infants - - N.S. 5 | 45 0 0 | 1842 | - - - | 26 10 0 |
| Legh, High - - Ch. of E. 11 | 18 1 6 | 1859 | 4 0 4 | 93 16 0 |
| Leighton and Minshull-Vernon - N.S. 8 | 78 0 0 | 1841 | 5 3 9½ | 275 15 0 |
| " " - " | 21 0 0 | 1845 | | |
| " " - " | 78 0 0 | 1850 | | |
| Lindow Common - - - R.S. 5 | - - - | - - - | - - - | 58 16 8 |
| Liscard - - - N.S. 7 | 150 0 0 | 1842 | 8 4 6½ | 331 1 4 |
| Liscard, St. Alban's - - R.C. 6 | - - - | - - - | 4 15 1 | 161 15 2 |
| Lostock Gralam - - N.S. 6 | 120 0 0 | 1852 | 5 7 8½ | 405 13 8 |
| Lymm - - - N.S. 6 | - - - | - - - | 2 16 2½ | 268 9 0 |
| Macclesfield, Ch. Ch. - N.S. 10 | 200 0 0 | 1841 | 25 13 10 | 1,284 5 10 |
| " " - " | 175 0 0 | 1846 | a20 0 0 | |
| " " - " | 14 0 0 | 1846 | | |
| " " - " | 56 17 4½ | 1856 | | |
| " " - " | 24 18 0 | 1859 | | |
| " " - " | 194 1 6 | 1860 | | |
| Macclesfield, Ch. Ch. (Crompton Road) - - - N.S. 10 | 232 0 0 | 1850 | 4 0 9½ | 280 5 6 |
| " " " - " | 21 6 8 | 1857 | | |
| Macclesfield, Mill Street - Wes. 2 | - - - | - - - | 5 0 0 | 68 9 8 |
| Macclesfield, Old Ch. or Town - N.S. 11 | 34 0 0 | 1846 | 19 9 8 | 1,323 6 0 |
| " " - " | 20 0 0 | 1847 | | |
| " " - " | 22 0 0 | 1856 | | |
| " " - " | 77 15 0 | 1860 | | |
| Macclesfield, St. Alban's - R.C. 6 | - - - | - - - | - - - | |
| Macclesfield, St. Paul's - - N.S. 10 | 417 0 0 | 1851 | 11 15 1½ | 356 12 6 |
| " " - " | 6 2 8 | 1856 | 6 14 5½ | 502 13 0 |
| " " - " | 16 6 0 | 1857 | | |
| Macclesfield, St. Peter's - N.S. 9 | 405 0 0 | 1846 | - - - | 19 2 0 |
| " " - " | 31 3 4 | 1856 | | |
| Malpas (Allport's Endowed) - N.S. 11 | - - - | - - - | 6 5 3½ | 371 7 2 |
| Marlston-cum-Lache - - N.S. | b*20 0 0 | 1838 | | |
| Marple - - - N.S. 7 | *160 0 0 | 1838 | 6 11 4½ | 523 7 8 |
| Marple (High Lane) - N.S. 7 | 152 0 0 | 1847 | 5 3 11½ | 222 6 0 |
| Marton - - - N.S. | 46 0 0 | 1843 | 0 15 2 | 11 5 0 |

*a* Scientific apparatus.

*b* School no longer exists.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| CHESHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Mere (Mrs. Langford Brooke's) N.S. 11 | - - - | - - - | 2 0 0½ | 154 0 0 |
| Middlewich - - - N.S. 6 | *70 0 0 | 1835 | 10 2 1½ | 732 1 0 |
| " - - - " | 1,111 10 0 | 1855 | | |
| Middlewich - - - Wes. 10 | - - - | - - - | - - - | 15 0 0 |
| Minshull (Church) - - N.S. | - - - | - - - | 1 17 6½ | |
| Mossley - - - N.S. 10 | 250 0 0 | 1845 | 3 12 0 | 57 18 0 |
| Mottram-in Longdendale - N.S. 7 | 20 13 0 | 1853 | 8 6 8 | 55 19 8 |
| Moulton - - - - N.S. | 38 0 0 | 1843 | 0 13 1 | |
| Nantwich - - - - N.S. 6 | *240 0 0 | 1838 | 19 5 0 | 1,510 6 8 |
| " - - - - " | 55 0 0 | 1850 | | |
| " - - - - " | 119 15 6 | 1855 | | |
| Nantwich - - - Wes. 10 | 500 0 0 | 1857 | 12 2 3½ | 767 8 0 |
| Newton-in-Mottram - - N.S. 7 | 500 0 0 | 1843 | 4 12 0½ | 392 5 6 |
| " - - - - " | 36 0 0 | 1847 | | |
| Neston - - - - N.S. 7 | 837 0 0 | 1861 | 2 13 4½ | 171 12 10 |
| Neston (Little), - General S. 8 | - - - | - - - | 2 5 10½ | 34 14 0 |
| Norbury - - - - N.S. 11 | 20 0 0 | 1845 | 4 19 2½ | 8 10 0 |
| " - - - - " | 61 0 0 | 1853 | | |
| " - - - - " | 44 0 0 | 1855 | | |
| Northenden - - - N.S. | 40 0 0 | 1841 | | |
| Northwich - - - Wes. 10 | - - - | - - - | 11 19 7½ | 726 6 0 |
| Odd Rode, Girls' School - - 9 | - - - | - - - | - - - | 7 0 0 |
| Oulton Park School - - - 11 | - - - | - - - | - - - | 17 8 4 |
| Over - - - - N.S. 7 | 628 0 0 | 1859 | 4 3 0½ | 199 5 3 |
| Over Lane - - - Wes. 10 | - - - | - - - | 8 0 2½ | 404 5 0 |
| Oxton - - - - N.S. 7 | 517 6 8 | 1853 | 19 10 11½ | 929 2 7 |
| " - - - - " | 25 0 0 | 1855 | | |
| Parkgate - - - Ch. of E. | 144 0 0 | 1860 | | |
| Portwood - - - - Wes. 5 | 1,284 0 0 | 1859 | 14 8 4 | 421 17 8 |
| Poynton - - - - N.S. 10 | - - - | - - - | 16 0 7½ | 1,979 7 5 |
| Rainow - - - - N.S. | 150 0 0 | 1843 | 1 10 8½ | |
| " - - - - " | 20 0 0 | 1843 | | |
| Romiley - - - - N.S. | 588 0 0 | 1860 | | |
| Rostherne - - - N.S. 11 | - - - | - - - | 1 10 10½ | 209 3 0 |
| Rudheath - - - N.S. 5 | - - - | - - - | 4 12 8 | 128 11 0 |
| Runcorn - - - - N.S. 5 | - - - | - - - | 14 8 11½ | 692 15 1 |
| Runcorn - - - Wes. 10 | 486 0 0 | 1849 | 24 13 2½ | 1,187 4 0 |
| " - - - - " | 23 10 0 | 1857 | | |
| Runcorn, Holy Trinity - - N.S. 5 | 308 0 0 | 1848 | 20 11 8½ | 1,404 19 5 |
| " - - - - " | 59 0 0 | 1856 | | |
| Sale, Township - - - B.S. 2 | - - - | - - - | 3 2 4 | 127 18 0 |
| Saltney-cum-Lache - - N.S. 4 | 22 0 0 | 1854 | 7 1 4½ | 376 3 11 |
| " " - - - " | 40 0 0 | 1855 | | |
| " " - - - " | 129 0 0 | 1856 | | |
| Sandbach - - - N.S. 6 | 250 0 0 | 1842 | 19 1 8 | 3,313 15 0 |
| " - - - - " | 20 0 0 | 1845 | | |
| " - - - - " | 40 0 0 | 1848 | | |
| " - - - - " | 180 10 0 | 1850 | | |
| " - - - - " | 125 13 4 | 1856 | | |
| Seacombe - - - Wes. 8 | 735 0 0 | 1856 | 16 2 7½ | 546 19 0 |
| Shadow Moss - - - N.S. | *30 0 0 | 1840 | | |
| Sharstone - - - N.S. 11 | 28 15 0 | 1858 | 1 0 0 | 38 13 4 |
| Siddington and Capesthorne - N.S. 10 | 150 0 0 | 1843 | 3 7 6 | 778 10 6 |
| " " " - - " | 171 10 0 | 1853 | | |
| Smallwood - - - - N.S. 10 | 100 0 0 | 1846 | 1 4 8½ | 212 9 0 |
| " - - - - " | 10 10 0 | 1855 | | |
| " - - - - " | 50 0 0 | 1860 | | |
| Staley Millbrook, St. Paul's - N.S. 7 | 256 0 0 | 1848 | 1 17 1 | 75 12 6 |
| Staley, St. Paul's - - - N.S. 7 | 315 0 0 | 1842 | 5 6 1½ | 1,198 7 11 |
| " " - - - " | 185 0 0 | 1843 | | |
| " " - - - " | 100 0 0 | 1852 | | |
| Stalcybridge, Factory - - B.S. 3 | - - - | - - - | 28 7 11½ | 1,894 15 2 |
| Stalcybridge, St. Peter's - R.C. 6 | - - - | - - - | 11 6 11½ | 22 5 10 |
| Stockport - - - B.S. 10 | 250 0 0 | 1845 | 16 2 1½ | 1,831 2 8 |
| Stockport - - - - N.S. 7 | 49 0 0 | 1858 | - - - | 608 19 8 |
| Stockport - - - R.C. 6 | 1,689 0 0 | 1859 | 31 10 1½ | 2,012 4 4 |
| Stockport Ragged and Indust. S. 2 | - - - | - - - | - - - | 309 11 4 |
| Stockport, St. Peter's - - N.S. | 212 0 0 | 1845 | | |
| " " - - - " | 35 0 0 | 1846 | | |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| CHESHIRE—*cont.* | | | | |
| Stockport, St. Thomas' - N.S. 7 | *560 0 0 | 1837 | 17 8 10¾ | 1,113 10 0 |
| " " - " | *190 0 0 | 1837 | | |
| " " - " | 11 10 0 | 1849 | | |
| Stockton Heath" - Ch. of E. 5 | - - - | - - - | 6 10 3½ | 256 2 0 |
| Stretton - - - - N.S. 5 | - - - | - - - | 1 11 6 | 896 4 0 |
| Sutton-in-Eastham - - N.S. 4 | - - - | - - - | 2 11 1 | 233 6 4 |
| Sutton (Higher), St. James' - N.S. 10 | *150 0 0 | 1841 | - - - | 37 12 0 |
| Sutton, St. George's - - N.S. 11 | 250 0 0 | 1845 | 6 3 0½ | 197 14 11 |
| " - - - | 13 6 8 | 1849 | | |
| Sutton, St." George's Sunday and Infant School - - - | *400 0 0 | 1836 | | |
| Tabley (Nether) - - Ch. of E. 11 | - - - | - - - | 1 7 6 | 26 17 8 |
| Tarporley - - - N.S. 6 | 304 0 0 | 1849 | 11 0 5 | 569 2 11 |
| " - - - | 20 0 0 | 1855 | | |
| Tarvin - - - - N.S. 3 | *77 0 0 | 1840 | 3 16 0 | 58 14 2 |
| " - - - - " | 323 2 0 | 1859 | | |
| Tattenhall - - - N.S. 11 | 560 0 0 | 1855 | 3 9 7½ | 526 13 4 |
| Taxal and Fernilee - - N.S. 10 | 214 0 0 | 1848 | 1 13 4½ | 308 19 0 |
| Tilston - - - Ch. of E. 11 | - - - | - - - | 4 3 10 | 496 16 4 |
| Timperley - - - - N.S. 11 | 471 0 0 | 1856 | - - - | 58 11 0 |
| Tintwistle - - - - N.S. 7 | *195 0 0 | 1839 | 4 19 7¾ | 414 18 6 |
| " - - - - " | 100 0 0 | 1848 | | |
| " - - - - " | 13 17 4 | 1853 | | |
| " - - - - " | 5 0 0 | 1857 | | |
| Tintwistle - - - E.S. 10 | 200 0 0 | 1840 | 18 4 2½ | 685 4 4 |
| Trammere, Limekiln Lane - Ch. of E. 7 | 150 3 4 | 1854 | 9 16 5 | 604 0 8 |
| Trammere, St. Catherine's - N.S. 7 | 774 12 0 | 1860 | - - - | 10 6 6 |
| Upton, St. Mary's - - N.S. | 70 0 0 | 1843 | 1 13 4½ | |
| Upton (Overchurch) - Ch. of E. 4 | - - - | - - - | - - - | 15 13 4 |
| Utkinton - - - N.S. | 45 0 0 | 1845 | | |
| Vale House - - Ch. of E. 8 | - - - | - - - | 1 12 9¾ | 80 14 8 |
| Wallasey, Girls' - - Ch. of E. 7 | - - - | - - - | - - - | 76 15 0 |
| Warmingham - - Ch. of E. 8 | - - - | - - - | 2 16 8 | 83 2 0 |
| Weaverham - - - N.S. 5 | 400 0 0 | 1857 | 17 0 9½ | 516 5 6 |
| Westward Church School - - | - - - | - - - | 1 11 0¼ | |
| Wharton - - - N.S. 5 | 165 0 0 | 1847 | 10 9 4 | 975 4 0 |
| " - - - " | 39 18 6 | 1848 | *a* 6 13 4 | |
| " - - - " | 33 0 0 | 1855 | | |
| " - - - " | 13 0 0 | 1857 | | |
| " - - - " | 5 10 0 | 1858 | | |
| " - - - " | 210 0 0 | 1860 | | |
| Wilmslow, Independent School - 4 | - - - | - - - | - - - | 53 12 0 |
| Wilmslow, The Oak (Styal) - B.S. 4 | - - - | - - - | - - - | 438 3 0 |
| Winsford, Weaver Navigation - N.S. 5 | 150 0 0 | 1846 | 8 11 10½ | 285 16 0 |
| " " - - - | 3 0 0 | 1859 | | |
| Witton - - - - N.S. 6 | 26 0 0 | 1855 | - - - | 2,185 17 11 |
| " - - - - " | 167 10 0 | 1857 | | |
| Woodbank - - - N.S. 4 | *30 0 0 | 1834 | - - - | 3 17 6 |
| Woodcock's Well (Mow Cop) - N.S. 9 | 345 18 0 | 1859 | 5 0 0 | 102 11 4 |
| Woodford - - - N.S. 10 | 123 0 0 | 1848 | 2 3 1¼ | 102 9 2 |
| Worleston - - - N.S. | 40 0 0 | 1853 | | |
| Wybunbury, Delve's Charity School 6 | - - - | - - - | - - - | 53 15 0 |
| CORNWALL. | | | | |
| Agnes, St. - - - B.S. | δ*250 0 0 | 1839 | | |
| " - - - " | δ126 10 0 | 1840 | | |
| Altarnun - - - N.S. 5 | *32 0 0 | 1837 | 2 16 0½ | 91 3 0 |
| Ashton, Infant School - - 8 | - - - | - - - | - - - | 3 5 0 |
| Austell, St. - - - B.S. | *100 0 0 | 1835 | | |
| Austell, St. - - - N.S. 8 | *150 0 0 | 1837 | 3 1 3½ | 997 7 2 |
| " - - - " | 16 19 6 | 1848 | | |
| " - - - " | 25 0 0 | 1856 | | |
| Baldiu - - - N.S. 7 | 120 0 0 | 1848 | 1 0 0 | 547 18 0 |
| Blazey, St. - - - N.S. 8 | 200 0 0 | 1845 | 1 9 10 | 84 8 10 |
| " - - - " | 12 0 0 | 1849 | | |
| " - - - " | 135 19 3 | 1857 | | |
| Bodmin - - - N.S. 7 | - - - | - - - | 1 18 8 | 113 8 0 |
| Bodmin - - - Wes. 6 | - - - | - - - | 8 13 11½ | 636 7 0 |

*a* Scientific apparatus. δ School in ruins.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Cornwall—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Boscastle - - - N.S. 7 | 50 0 0 | 1844 | 2 12 11 | 35 5 8 |
| Bottoms, St. Levan - - Wes. 6 | 228 0 0 | 1850 | 7 2 4½ | 323 5 10 |
| Breage, St. - - - N.S. 8 | *125 0 0 | 1840 | 5 0 7½ | 731 7 0 |
| " - - - " | 30 0 0 | 1845 | | |
| " - - - " | 20 0 0 | 1850 | | |
| Breward, St. - - - N.S. 7 | - - - | - - - | 2 6 0 | 170 2 0 |
| Budock - - - N.S. 6 | - - - | - - - | - - - | 86 2 0 |
| Buryan, St. - - - N.S. 8 | 34 17 2 | 1850 | 6 0 11 | 349 9 0 |
| " - - - " | 6 13 6 | 1853 | | |
| " - - - " | 97 10 0 | 1858 | | |
| Callington - - - N.S. 5 | 120 0 0 | 1842 | 1 17 6½ | 61 10 6 |
| Calstock - - - N.S. 4 | 430 0 0 | 1858 | 6 6 4 | 453 8 0 |
| Camborne - - - N.S. 7 | 225 0 0 | 1845 | 21 4 9½ | 869 5 0 |
| " - - - " | 20 0 0 | 1848 | | |
| " - - - " | 61 17 0 | 1856 | | |
| " - - - " | 32 0 0 | 1861 | | |
| Camborne - - - B.S. 6 | *150 0 0 | 1835 | 17 8 8½ | 1,091 0 0 |
| " - - - " | 78 13 4 | 1856 | | |
| Camelford - - - N.S. 7 | 200 0 0 | 1854 | 2 16 0½ | 115 2 0 |
| Cardynham - - - N.S. | *50 0 0 | 1889 | | |
| Carnmenellis - - - N.S. 6 | - - - | - - - | 1 18 2½ | 148 18 8 |
| Carn Thomas, St. Mary's - N.S. 7 | - - - | - - - | - - - | 496 10 0 |
| Chacewater - - - N.S. 7 | 180 0 0 | 1848 | 5 17 5 | 657 10 4 |
| " - - - " | 20 0 0 | 1855 | | |
| Clowance School - - - 6 | - - - | - - - | - - - | 145 18 8 |
| Constantine - - - B.S. 6 | *70 0 0 | 1838 | 16 7 4½ | 1,206 9 2 |
| " - - - " | 38 13 4 | 1855 | | |
| " - - - " | 8 5 0 | 1855 | | |
| " - - - " | 5 0 0 | 1858 | | |
| Crowan, Girls - - - N.S. 7 | 112 0 0 | 1845 | 2 18 9½ | 723 10 0 |
| Cubert - - - Ch. of E. | - - - | - - - | 1 5 0 | |
| Cury - - - Ch.S. | - - - | - - - | 1 7 1½ | |
| Cusgarne - - - N.S. | 60 0 0 | 1844 | | |
| " - - - " | 24 0 0 | 1860 | | |
| Devoran - - - N.S. 7 | 65 0 0 | 1847 | - - - | 227 19 0 |
| Devyock - - - N.S. 8 | 80 0 0 | 1845 | 2 7 5½ | 20 8 4 |
| " - - - " | 4 8 6 | 1848 | | |
| " - - - " | 34 0 0 | 1850 | | |
| Dominick, St. - - - N.S. 6 | 210 12 0 | 1859 | - - - | 35 19 0 |
| Erth, St. - - - Par. 7 | 80 0 0 | 1841 | 8 2 4 | 943 14 8 |
| " - - - " | 4 10 0 | 1848 | | |
| " - - - " | 20 0 0 | 1850 | | |
| " - - - " | 10 5 0 | 1855 | | |
| Ervan, St. - - - N.S. 7 | 200 0 0 | 1856 | 2 16 8 | 30 10 0 |
| Ewe, St. - - - N.S. 8 | - - - | - - - | 2 1 6 | 951 7 6 |
| Falmouth - - - N.S. 7 | - - - | - - - | - - - | 3 13 6 |
| Falmouth - - - B.S. 6 | - - - | - - - | 17 17 11½ | 2,093 9 10 |
| Falmouth, Girls, New - - B.S. | - - - | - - - | 5 10 11 | |
| Feock, St. - - - N.S. 7 | 65 0 0 | 1847 | 5 0 4½ | 250 9 0 |
| Grade and Ruan, Minor, - N.S. | 170 0 0 | 1860 | | |
| Grampound (with Creed) - N.S. 7 | 166 10 0 | 1854 | 2 11 0½ | 20 17 0 |
| Gulval - - - N.S. 8 | - - - | - - - | 4 2 2½ | 38 12 0 |
| Gunwalloe - - - Ch.S. | - - - | - - - | 1 0 1½ | |
| Gwennap (Church Town) - N.S. 8 | *42 0 0 | 1840 | 6 14 7 | 412 16 4 |
| " " " - " | 14 1 4 | 1851 | | |
| " " " - " | 41 11 0 | 1857 | | |
| Hayle, Copperhouse - - Wes. 7 | - - - | - - - | 8 1 7½ | 20 17 6 |
| Hayle, Foundry School - - 6 | - - - | - - - | 6 12 6½ | 256 19 0 |
| Helstone - - - N.S. 6 | - - - | - - - | 3 11 8½ | 267 3 4 |
| Helstone - - - Wes. 6 | 293 6 6 | 1858 | 3 15 7½ | 574 12 0 |
| Hessenford, St. Ann's - N.S. 1 | 7 17 8 | 1850 | 4 10 11½ | 380 9 3 |
| Illogan, Boys - - - N.S. 8 | - - - | - - - | - - - | } 1,367 19 7 |
| Illogan, Girls - - - N.S. 8 | 81 0 0 | 1846 | 9 14 2½ | |
| " - - - " | 8 10 8 | 1859 | | |
| Ive, St. - - - N.S. 1 | 45 10 0 | 1843 | 1 0 4½ | 92 8 3 |
| " - - - " | 20 0 0 | 1844 | | |
| Ives, St. - - - Wes. 6 | - - - | - - - | 20 14 7½ | 1,482 14 0 |
| Ives, St. - - - N.S. 7 | 300 0 0 | 1847 | 2 5 11½ | 10 0 0 |
| Just, St. - - - N.S. 8 | 193 0 0 | 1848 | 3 4 0½ | 257 10 2 |
| Just, St. - - - Wes. 6 | 155 0 0 | 1849 | 7 0 10½ | 420 1 0 |

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| | £ s. d. | | £ s. d. | £ s. d. |
| CORNWALL—*cont.* | | | | |
| Kenwyn, St. George's - - N.S. 8 | 299 4 0 | 1858 | - - - | 329 5 8 |
| Kilkhampton - - - N.S. 6 | 20 8 0 | 1858 | 1 8 10 | 148 13 10 |
| Kilkhampton - - - Wes. | 126 0 0 | 1858 | 1 18 2½ | |
| Landulph - - - Par. 1 | 17 15 6 | 1859 | 2 14 2½ | 102 19 0 |
| Launcells - - - N.S. | 60 0 0 | 1844 | 1 1 1 | |
| Launceston and St. Thomas' - N.S. 5 | *200 0 0 | 1840 | 4 8 9½ | 878 17 4 |
| " " " - " | 10 0 0 | 1849 | | |
| Launceston - - - B.S. | *100 0 0 | 1837 | 1 13 5 | |
| Lerrin - - - N.S. 1 | 120 0 0 | 1846 | 2 16 3½ | 2 6 0 |
| Lewannick - - - Wes. 10 | - - - | - - - | 2 14 1 | 219 18 10 |
| Lezant - - - N.S. | 70 0 0 | 1848 | 0 14 8 | |
| Liskeard - - - B.S. 6 | *125 0 0 | 1835 | 15 18 10½ | 1,122 13 4 |
| " - - - " | 3 5 4 | 1849 | | |
| " - - - " | 54 0 0 | 1856 | | |
| Liskeard, Infants - - B.S. 6 | - - - | - - - | - - - | 587 7 4 |
| Ludgvan - - - N.S. | *90 0 0 | 1836 | - - - | |
| Mabe - - - N.S. 7 | - - - | - - - | - - - | 9 0 0 |
| Mabyn, St. - - - N.S. | 168 0 0 | 1847 | | |
| Marazion (Sir C. Cole's School) 7 | - - - | - - - | 3 11 7 | 390 10 0 |
| Marham (Church) - Ch. of E. 6 | - - - | - - - | - - - | 9 11 0 |
| Mawgan, St., Village School - 6 | - - - | - - - | - - - | 37 14 0 |
| Mawgan, St., (in Menecage) School 6 | - - - | - - - | - - - | 22 6 8 |
| Mawnan, Village School - - 7 | - - - | - - - | - - - | 39 9 4 |
| Menheniot - - - N.S. 1 | 20 4 2 | 1858 | - - - | 342 15 11 |
| Merrymeet - - - N.S. 1 | 50 0 0 | 1846 | - - - | 120 10 9 |
| Morwinstow - - - N.S. | 70 0 0 | 1845 | | |
| Mousehole - - - Wes. 6 | 243 0 0 | 1848 | 13 18 5 | 918 19 0 |
| " - - - " | 19 13 4 | 1851 | | |
| " - - - " | 7 16 8 | 1853 | | |
| " - - - " | 15 0 0 | 1856 | | |
| Mylor Bridge - - - N.S. 8 | - - - | - - - | 13 13 9½ | 1,195 16 0 |
| Newlyn - - - Wes. 7 | 406 0 0 | 1859 | 6 5 0 | 199 14 8 |
| Pelynt - - - N.S. 1 | 75 0 0 | 1843 | - - - | 3 2 0 |
| Pendeen - - - N.S. 8 | 241 10 0 | 1851 | 10 9 8½ | 292 16 10 |
| Penrose - - - Ch. of E. 7 | - - - | - - - | - - - | 68 2 0 |
| Penryn - - - N.S. 8 | *150 0 0 | 1838 | 8 8 4½ | 294 10 0 |
| " - - - " | 10 5 0 | 1860 | | |
| Penryn - - - Wes. 6 | 144 0 0 | 1850 | 12 11 11½ | 935 15 0 |
| " - - - " | 83 0 0 | 1855 | | |
| Pensilva - - - N.S. 1 | - - - | - - - | 3 2 0 | 120 3 8 |
| Penzance - - - N.S. 7 | *340 0 0 | 1835 | 3 6 8 | 251 17 8 |
| Penzance - - - Wes. 6 | - - - | - - - | 28 0 8¾ | 1,577 4 10 |
| Penzance, St. Pauls' - Ch. of E. 7 | - - - | - - - | - - - | 5 10 0 |
| Perranzabuloe - - - N.S. | 90 0 0 | 1844 | 2 3 1 | |
| Phillack (Boys) - - - N.S. 7 | - - - | - - - | - - - | 143 10 0 |
| Philleigh - - - Par. | 78 14 6 | 1861 | - - - | |
| Pillaton - - - N.S. 1 | - - - | - - - | - - - | 7 2 0 |
| Polruan - - - N.S. 1 | 80 0 0 | 1845 | 1 12 6½ | 80 5 0 |
| " - - - " | 5 14 0 | 1849 | | |
| Porthleven - - - N.S. 8 | 81 0 0 | 1846 | 3 3 1½ | 123 4 8 |
| " - - - " | 71 5 0 | 1860 | - - - | |
| Probus - - - Par. 6 | - - - | - - - | - - - | 50 3 0 |
| Quethiock - - - N.S. | *32 0 0 | 1840 | 3 0 5½ | |
| " - - - " | 34 10 0 | 1860 | | |
| Redruth - - - N.S. 8 | - - - | - - - | 10 4 9½ | 190 15 10 |
| Rilla Mill - - - B.S. 10 | - - - | - - - | - - - | 62 14 0 |
| Ruby Mine School - - 6 | - - - | - - - | - - - | 10 11 0 |
| Saltash - - - N.S. | 91 10 0 | 1842 | | |
| Sancreed - - - N.S. | 140 0 0 | 1844 | 1 5 4 | |
| " - - - " | 50 0 0 | 1845 | | |
| Scilly Isles, St. Mary's - N.S. 7 | - - - | - - - | - - - | 445 0 0 |
| Stephen's, St. (St. Austell) - N.S. 8 | - - - | - - - | - - - | 40 6 0 |
| Stoke Clymsland - - - N.S. 5 | 250 0 0 | 1853 | 4 8 9½ | 679 0 4 |
| " " - - - " | 15 0 0 | 1854 | | |
| " " - - - " | 9 6 0 | 1855 | | |
| Stratton - - - N.S. 6 | 180 0 0 | 1849 | 5 13 5 | 469 6 8 |
| Tideford - - - N.S. 1 | 119 0 0 | 1849 | 1 13 4½ | 12 1 0 |
| Tintagel - - - N.S. | 143 3 10 | 1855 | 1 0 7 | |
| Torpoint - - - Ch. of E. 4 | - - - | - - - | - - - | 52 10 0 |
| Tresco (Scilly) - - - N.S. 7 | - - - | - - - | - - - | 629 15 2 |

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| **Cornwall—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Trevenson - - - - N.S. 8 | - - - | - - - | 5 9 6½ | 1,358 3 4 |
| Trevenson-Pool - - - N.S. 8 | 81 0 0 | 1846 | 11 13 0¾ | 1,028 12 10 |
| " " - - - " | 42 0 0 | 1857 | | |
| Truro, Fairmantle Street, (late Cornwall Central) - - N.S. 8 | 36 0 0 | 1857 | 12 3 8¾ | 2,157 10 10 |
| Truro, St. John's, Infant School 8 | - - - | - - - | - - - | 60 17 1 |
| Truro, St. Mary's - - - N.S. 8 | *120 0 0 | 1836 | 7 2 8¾ | 741 15 4 |
| Truro - - - - B.S. 6 | *300 0 0 | 1839 | 31 6 8 | 3,078 12 6 |
| Truro, Exeter, Practising School for Females - - - 8 | 368 0 0 | 1859 | 4 3 4¾ | 36 6 3 |
| Tuckingmill, All Saints' - - N.S. 8 | 120 0 0 | 1846 | 4 11 11¼ | 184 16 8 |
| Tywardreath - - - N.S. 8 | 150 0 0 | 1842 | 2 7 10 | 333 12 8 |
| " - - - " | 30 0 0 | 1849 | | |
| Wall" - - - - Wes. 6 | - - - | - - - | 10 13 2½ | 321 8 0 |
| Warbstow - - - - N.S. | *30 0 0 | 1837 | | |
| Wendron - - - - N.S. | *90 0 0 | 1837 | | |
| Wenn, St. - - - - N.S. 6 | 160 0 0 | 1857 | 1 13 4½ | 41 4 4 |
| Zennor - - - - N.S. | 69 0 0 | 1841 | | |
| **Cumberland.** | | | | |
| Allonby - - - - B.S. | 100 0 0 | 1841 | | |
| Allhallows - - - - Ch.S. 2 | 190 0 0 | 1855 | 2 14 2¼ | 35 10 3 |
| " - - - - " | 33 17 0 | 1856 | | |
| " - - - - " | 35 8 3 | 1858 | | |
| Alston - - - - N.S. 10 | 75 0 0 | 1844 | 4 9 7 | 625 15 0 |
| " - - - - " | 70 0 0 | 1845 | | |
| " - - - - " | 22 7 6 | 1852 | | |
| " - - - - " | 25 0 0 | 1854 | | |
| " - - - - " | 7 10 0 | 1854 | | |
| Aspatria - - - - N.S. 10 | 15 0 0 | 1854 | 4 2 9¾ | 478 14 0 |
| Bees, St. - - - - N.S. 11 | - - - | - - - | 1 7 8 | 26 18 8 |
| Blencogo - - - Ch. of E. 2 | - - - | - - - | 4 6 3½ | 129 18 6 |
| Blennerhasset - - Diss. S. 8 | - - - | - - - | 1 13 4 | 18 18 0 |
| Bolton - - - - N.S. 2 | 264 0 0 | 1854 | 2 7 4 | 14 15 0 |
| Bothel - - - - N.S. 2 | 236 0 0 | 1859 | 6 5 8 | 50 10 0 |
| Braithwaite - - - N.S. 2 | - - - | - - - | 2 19 3 | 82 5 0 |
| Brampton - - - - N.S. 10 | 647 0 0 | 1857 | 15 7 5½ | 649 14 10 |
| Brampton - - - Eng. Pres. 8 | - - - | - - - | - - - | 1 17 0 |
| Brigham - - - - N.S. 2 | - - - | - - - | 4 19 2 | 607 16 7 |
| Broughton, Great - - Ch. of E. 11 | 112 10 0 | 1847 | 4 1 4¼ | 69 13 8 |
| " " - - - " | 30 15 0 | 1860 | | |
| Cargo - - - - Ch. Sch. 12 | 116 0 0 | 1856 | 1 14 2¾ | 210 13 0 |
| " - - - - " | 97 0 0 | 1858 | | |
| Carlisle - - - - B.S. 8 | *300 0 0 | 1835 | 20 16 0½ | 1,534 16 0 |
| " - - - - " | 54 0 0 | 1855 | | |
| Carlisle, Central - - - N.S. 10 | - - - | - - - | 16 6 6¾ | 1,288 8 5 |
| Carlisle, Ch. Ch. - - - N.S. 10 | 165 0 0 | 1842 | 23 15 10 | 1,301 18 0 |
| " " - - - " | 100 0 0 | 1847 | | |
| " " - - - " | 60 0 0 | 1853 | | |
| Carlisle Education Society's Sch. 1 | - - - | - - - | 12 15 4 | 51 15 0 |
| Carlisle, Holy Trinity - - N.S. 10 | 145 10 0 | 1843 | 5 0 0 | 809 11 10 |
| " " - - - " | 25 0 0 | 1845 | | |
| " " - - - " | 26 0 0 | 1852 | | |
| Carlisle, St. Patrick's - - R.C. 7 | 64 0 10 | 1855 | 12 7 5½ | 913 9 6 |
| Carlisle, Shaddon Works - Ch.S. 10 | - - - | - - - | 12 17 4 | 597 12 4 |
| Carlisle (The Fawcett) - - N.S. 10 | 334 0 0 | 1851 | 28 4 3½ | 1,609 0 6 |
| " " - - - " | 18 6 4 | 1853 | | |
| Cleator - - - - N.S. 10 | - - - | - - - | - - - | 20 12 6 |
| Cleator Mill - - - B.S. 8 | - - - | - - - | 11 11 6½ | 401 1 8 |
| Clifton - - - - N.S. 11 | 494 8 0 | 1859 | - - - | 20 16 8 |
| Cockermouth - - - N.S. 10 | 170 0 0 | 1845 | 25 2 10 | 1,273 16 10 |
| " - - - - " | 81 15 0 | 1855 | | |
| " - - - - " | 38 3 0 | 1855 | | |
| Cotchill - - - - Ch.S. 12 | 97 10 0 | 1855 | 1 8 8 | 36 10 0 |
| Crosby, Cross Canonby - - N.S. | - - - | - - - | 2 6 8 | |

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| CUMBERLAND—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Crosby-on-Eden - - - N.S. 10 | 66 10 0 | 1845 | 4 9 5 | 330 9 0 |
| " - - - - " | 50 0 0 | 1846 | | |
| " - - - - " | 22 13 4 | 1854 | | |
| Crosthwaite - - - N.S. 2 | - - - | - - - | 3 4 6 | 159 17 1 |
| Crosthwaite, Free Grammar School 2 | - - - | - - - | - - - | 313 15 0 |
| Cumrew - - - - N.S. | 50 0 0 | 1846 | 1 3 4 | |
| " - - - - " | 7 0 0 | 1846 | | |
| Dalston - - - Ch. of E. 7 | - - - | - - - | - - - | 53 3 0 |
| Dacre - - - N.S. | *40 0 0 | 1836 | | |
| Dearham - - - Ch. of E. | - - - | - - - | 1 16 2¾ | |
| Dovenby - - - N.S. | 100 0 0 | 1845 | | |
| Drumburgh - - - N.S. | *45 0 0 | 1836 | 2 7 8½ | |
| Fingland - - - N.S. | *30 0 0 | 1838 | | |
| Flimby - - - N.S. | - - - | - - - | 2 0 9 | |
| Frizington - - - N.S. | *25 0 0 | 1839 | | |
| Garrigill Gate - - B.S. | - - - | - - - | 2 13 4 | |
| Greystoke - - - N.S. 10 | - - - | - - - | 4 2 4 | 98 6 8 |
| Harrington - - Ch. of E. 10 | - - - | - - - | 3 2 5½ | 34 18 4 |
| Hensingham - - N.S. 10 | - - - | - - - | - - - | 7 8 0 |
| Hesket-in-the-Forest - Par. 3 | - - - | - - - | - - - | 35 11 4 |
| High Plains - - - B.S. | - - - | - - - | 3 7 6½ | |
| Holme Cultram, Abbey Town - N.S. 11 | - - - | - - - | 1 6 8½ | 25 4 0 |
| Holme Cultram, Aldoth - N.S. | - - - | - - - | 1 3 1½ | |
| Holme Cultram, St. Cuthbert's N.S. | 70 0 0 | 1845 | - - - | 411 18 4 |
| Holmehead - - - B.S. 8 | - - - | - - - | - - - | |
| Houghton - - - Ch. of E. | - - - | - - - | 1 13 4 | |
| Hutton Mar - - Ch. of E. 2 | - - - | - - - | - - - | 123 15 0 |
| Ireby, Grammar School - - 2 | - - - | - - - | 4 7 6½ | 71 11 0 |
| Irton - - - N.S. | - - - | - - - | 2 10 0½ | |
| Ive Gill - - - B.S. | *30 0 0 | 1840 | | |
| Keswick, St. John's - - N.S. 2 | - - - | - - - | 2 4 4½ | 434 6 4 |
| Kirkoswald - - N.S. 2 | 298 7 0 | 1857 | 3 19 8½ | 141 10 0 |
| Læversdale - - Ch. of E. 3 | 284 0 0 | 1857 | 1 11 7½ | 37 14 8 |
| Leadgate-in-Alston - N.S. 10 | - - - | - - - | 9 17 6 | 472 6 2 |
| Longtown, United School - - 8 | 430 0 0 | 1858 | 15 1 4 | 318 1 8 |
| Maryport - - - N.S. 10 | 396 0 0 | 1848 | 7 6 8½ | 238 15 0 |
| " - - - - " | 30 10 0 | 1855 | | |
| Maryport - - - B.S. 8 | 100 0 0 | 1846 | 15 1 7½ | 828 17 0 |
| " - - - - " | 15 0 0 | 1849 | | |
| " - - - - " | 20 0 0 | 1853 | | |
| " - - - - " | 14 3 2 | 1859 | | |
| Melmerby - - Ch. of E. | 313 8 0 | 1861 | 2 1 8 | |
| Millom - - - N.S. | 194 0 0 | 1858 | | |
| Mungrisdale School - - - 2 | - - - | - - - | - - - | 29 13 0 |
| Newby - - - N.S. | 50 0 0 | 1853 | | |
| Newlands - - - N.S. | - - - | - - - | 1 0 0½ | |
| Newton, West, St. Matthew's - N.S. 11 | - - - | - - - | - - - | 90 18 0 |
| Ousely, St. Luke's - N.S. | 80 0 0 | 1857 | | |
| Penrith - - - Wes. 8 | 234 15 0 | 1852 | 13 15 6½ | 957 11 10 |
| Penrith - - - B.S. 6 | 200 0 0 | 1848 | 3 6 8 | 308 7 8 |
| " - - - - " | 38 0 0 | 1856 | | |
| Penrith - - - N.S. 2 | 431 0 0 | 1858 | 4 0 0 | 382 10 0 |
| Plumbland - - - N.S. | - - - | - - - | 4 11 8 | |
| Raughton Head - - Ch. of E. 2 | - - - | - - - | - - - | 24 5 4 |
| Salkeld, Great - - - N.S. 2 | 283 0 0 | 1856 | 2 14 10½ | 189 5 4 |
| Scaleby - - - N.S. | 40 0 0 | 1847 | | |
| Silloth, St. Paul's - N.S. 2 | 426 0 0 | 1859 | 4 3 4½ | 41 2 0 |
| Stanwix - - - N.S. 10 | *55 0 0 | 1839 | 15 12 6½ | 1,855 13 8 |
| " - - - - " | 100 0 0 | 1844 | | |
| " - - - - " | 55 0 0 | 1845 | | |
| " - - - - " | 19 18 8 | 1843 | | |
| " - - - - " | 25 0 0 | 1849 | | |
| " - - - - " | 45 0 0 | 1849 | | |
| " - - - - " | 13 6 8 | 1851 | | |
| " - - - - " | 40 10 0 | 1853 | | |
| " - - - - " | 18 0 0 | 1856 | | |
| " - - - - " | 18 0 0 | 1858 | | |
| Stanwix, Reformatory - - - 6 | - - - | - - - | 2 0 0 | 205 15 8 |
| Talkin - - - Ch. of E. 11 | 282 0 0 | 1859 | 2 1 8¾ | 79 19 8 |
| Thursby, Endowed School - - - | - - - | - - - | 7 9 11 | |

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Cumberland—*cont.*** | | | | |
| Uldale, Grammar School - 2 | 54 0 0 | 1857 | 4 16 7 | 137 7 0 |
| Upperby - - - - N.S. 11 | 174 0 0 | 1854 | 2 15 0½ | 119 15 4 |
| Warwick - - - - B.S. 8 | - - - | - | - - - | 51 12 11 |
| Watermillock Grammar School - | 170 12 0 | 1861 | | |
| Wetheral, Village - - Ch. S. 12 | 90 0 0 | 1855 | 3 15 2½ | 190 7 4 |
| Whitehaven - - - P.U. 11 | - - - | - | - - - | 56 10 0 |
| Whitehaven, St. Mary's - - R.C. 7 | - - - | - | 7 10 0½ | 14 6 8 |
| Whitehaven, St. Nicholas' - N.S. 11 | 213 0 0 | 1847 | 3 12 7 | 426 8 8 |
| " " - " | 10 6 0 | 1857 | | |
| Whitehaven, Holy Trinity - N.S. 10 | *200 0 0 | 1837 | 15 17 7¾ | 1,666 5 0 |
| " " - " | 75 0 0 | 1848 | | |
| " " - " | 206 6 8 | 1852 | | |
| Wigton - - - - B.S. | *210 0 0 | 1834 | | |
| Wigton - - - - N.S. 10 | - - - | - | 13 19 0½ | 480 0 0 |
| Wigton, St. Cuthbert's - - R.C. 8 | - - - | - | 2 10 0½ | 92 8 0 |
| Workington - - Ch. of E. 11 | 516 9 0 | 1861 | 8 9 9½ | 43 2 2 |
| Workington - - - R.C. 8 | - - - | - | - - - | 70 0 5 |
| Wreay - - - - N.S. 12 | - - - | - | 5 9 5½ | 249 11 4 |
| " - - - - - | - - - | - | a9 6 3 | |
| Yanwath - - - Ch. of E. 2 | - - - | - | - - - | 121 12 0 |
| **Derbyshire.** | | | | |
| Alfreton - - - - N.S. 9 | 350 0 0 | 1848 | 3 19 5½ | 288 16 6 |
| Alkmonton - - - N.S. 9 | - - - | - | - - - | 57 6 8 |
| Allestree - - - - N.S. 6 | 207 0 0 | 1856 | 6 0 0 | 300 8 0 |
| Alvaston and Boulton - Ch. of E. 7 | 335 0 0 | 1860 | 3 0 0 | 2 18 0 |
| Ashbourne - - - N.S. 7 | - - - | - | 4 19 5 | 730 14 4 |
| Ashford - - - - N.S. 9 | - - - | - | 1 1 8 | 20 13 4 |
| Ashover Hill - - - Ch. S. 8 | - - - | - | 1 13 4 | 52 14 0 |
| Aston-on-Trent - - N.S. 8 | 54 0 0 | 1845 | 1 9 0 | 28 18 8 |
| Bakewell - - - - N.S. 9 | 137 5 0 | 1848 | - - - | 118 3 0 |
| Bamford - - - - N.S. | 62 10 0 | 1842 | 1 1 3½ | |
| Baslow, Ch. Ch. - - - N.S. 7 | - - - | - | 2 13 11½ | 105 16 8 |
| Beighton and Hackenthorpe - N.S. 7 | 367 0 0 | 1855 | - - - | 188 15 8 |
| Belper - - - - N.S. 7 | 536 0 0 | 1849 | 9 9 7½ | 1,269 3 0 |
| Belper - - - - P.U. 7 | - - - | - | - - - | 62 10 0 |
| Belper - - - - Wes. 11 | - - - | - | 9 4 2 | 734 18 0 |
| Bentley (Fenny) - Ch. of E. 8 | - - - | - | 2 1 7½ | 140 11 0 |
| Biggin, St. Thomas' - - N.S. | 150 0 0 | 1849 | 3 15 7 | |
| Bolsover - - - - N.S. 9 | 40 0 0 | 1845 | 1 0 9½ | 3 0 0 |
| " - - - - " | 70 0 0 | 1848 | | |
| Bonsall - - - Ch. of E. 6 | - - - | - | 2 0 0¼ | 140 4 8 |
| Borrowash, Infants - - N.S. 7 | - - - | - | 2 16 1 | 90 12 6 |
| Boylestone - - - N.S. 9 | 90 0 0 | 1846 | 4 13 6 | 7 10 0 |
| Brackenfield - - - N.S. 7 | 70 0 0 | 1845 | 3 4 2 | 90 3 0 |
| " - - - - " | 35 0 0 | 1847 | | |
| " - - - - " | 4 4 0 | 1847 | | |
| " - - - - " | 13 13 0 | 1855 | | |
| " - - - - " | 2 10 0 | 1857 | | |
| Brailsford - - - N.S. 7 | - - - | - | 2 3 9¾ | 456 18 0 |
| Brampton, St. Thomas' - - N.S. 7 | 36 0 0 | 1861 | 1 11 3½ | 185 5 0 |
| Brassington - - - N.S. 7 | - - - | - | - - - | 44 12 0 |
| Breaston - - - - N.S. | 144 0 0 | 1857 | | |
| Brimington - - - N.S. 10 | 75 0 0 | 1841 | 3 0 0 | 16 10 0 |
| Broughton (Church) - - N.S. | - - - | - | 1 9 0 | |
| Buxton, Endowed - - N.S. 9 | - - - | - | 2 14 11½ | 32 10 0 |
| Buxton - - - - Wes. | 92 10 0 | 1851 | 2 3 4½ | |
| Castleton (Boys) - - N.S. 8 | - - - | - | - - - | 47 7 8 |
| Castleton (Girls) - - N.S. 8 | - - - | - | - - - | 173 16 6 |
| Chapel-en-le-Frith - - N.S. 7 | *105 0 0 | 1840 | 3 16 2 | 709 15 4 |
| " " - - " | 8 17 0 | 1847 | | |
| " " - - " | 17 0 0 | 1853 | | |
| Charlesworth - - - N.S. 9 | 250 0 0 | 1851 | 6 15 4½ | 354 4 0 |
| Charlesworth - - - B.S. 11 | - - - | - | 2 10 5 | 538 5 0 |
| Chesterfield, Trinity - - N.S. 7 | - - - | - | - - - | 215 14 0 |
| Chesterfield, Victoria - - N.S. 7 | 160 0 0 | 1848 | 2 3 3 | 948 13 4 |
| " " - - " | 30 0 0 | 1855 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| DERBYSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Chesterfield, Old - - N.S. | 50 0 0 | 1847 | 3 4 5½ | |
| Chesterfield - - - R.C. 7 | - - - | - - - | 2 10 0¾ | 55 19 0 |
| Chinley - - - - B.S. | *40 0 0 | 1835 | | |
| Clay Cross Iron Works School - - 11 | - - - | - - - | - - - | 406 1 0 |
| Clay Cross, St. Bartholomew's - Par. 7 | - - - | - - - | - - - | 154 2 0 |
| Clifton - - - Ch. of E. 7 | - - - | - - - | - - - | 22 0 0 |
| Codnor, Girls' and Infants' - N.S. 7 | 550 0 0 | 1860 | - - - | 91 1 8 |
| Codnor and Loscoe, Boys' - N.S. 8 | 67 0 0 | 1842 | 11 3 8¾ | 233 12 0 |
| " " " - - " | 52 0 0 | 1856 | | |
| " " " - - " | 121 0 0 | 1860 | | |
| Crich - - - - - N.S. 8 | 250 0 0 | 1848 | 6 14 0 | 184 7 6 |
| " - - - - " | 34 8 10 | 1859 | | |
| Darley, South - - Ch. of E. 8 | - - - | - - - | - - - | 17 3 4 |
| Derby - - - - - B.S. 11 | 450 0 0 | 1844 | 21 17 10½ | 2,202 0 8 |
| " - - - - " | 55 0 0 | 1856 | | |
| Derby, All Saints' - - N.S. 8 | *160 0 0 | 1837 | 30 15 2 | 934 1 6 |
| " " - - " | 311 0 0 | 1852 | | |
| " " - - " | 9 0 0 | 1857 | | |
| Derby, Canal Street - - Wes. 11 | - - - | - - - | 9 15 10½ | 289 10 6 |
| Derby, Ch. Ch. - - - N.S. 9 | 250 0 0 | 1852 | 11 19 3½ | 941 12 10 |
| " " - - " | 3 12 6 | 1857 | | |
| " " - - " | 6 15 0 | 1858 | | |
| Derby, Curzon Street - - N.S. 8 | 355 0 0 | 1842 | 31 19 11 | 2,525 7 2 |
| " " - - " | 40 0 0 | 1845 | | |
| " " - - " | 12 0 0 | 1846 | | |
| " " - - " | 20 0 0 | 1849 | | |
| " " - - " | 13 6 8 | 1850 | | |
| " " - - " | 7 0 0 | 1851 | | |
| " " - - " | 8 19 0 | 1853 | | |
| Derby, Diocesan Board - | - - - | - - - | 12 4 11 | |
| Derby, Holy Trinity - - N.S. 8 | 250 0 0 | 1841 | 39 11 1½ | 5,010 0 0 |
| " " - - " | 306 0 0 | 1851 | | |
| " " - - " | 70 0 0 | 1853 | | |
| Derby, King Street, - - Wes. 11 | - - - | - - - | 14 18 5¾ | 706 13 4 |
| Derby, Practising School - - 10 | 277 0 0 | 1855 | 6 3 4¾ | 256 5 0 |
| Derby Ragged School - - - 5 | 372 0 9 | 1859 | 3 10 9¾ | 49 1 1 |
| Derby, St. Alkmund's - - N.S. 8 | 211 0 0 | 1853 | 18 6 1 | 263 4 10 |
| Derby, St. Joseph's - - R.C. 9 | - - - | - - - | 7 14 8 | 278 0 0 |
| Derby, St. Mary's - - R.C. 7 | - - - | - - - | 14 11 9¾ | 608 1 0 |
| Derby, St. Michael's - - N.S. 8 | - - - | - - - | 3 9 3 | 301 0 8 |
| Derby, St. Paul's - - N.S. 7 | 234 15 0 | 1852 | 5 12 3 | 574 14 8 |
| Derby, St. Peter's (Bag Lane), Infants - - - N.S. 7 | *85 0 0 | 1840 | 1 12 5½ | 118 10 0 |
| Derby, St. Peter's (Devonshire St.), Girls - - - N.S. 7 | *125 0 0 | 1839 | 4 13 6½ | 365 19 4 |
| " " " - - " | 15 13 4 | 1859 | | |
| Derby, St. Peter's (Siddal's Lane), Infants - - N.S. | *a*160 0 0 | 1834 | 9 12 2½ | 23 0 11 |
| Derby, St. Peter's (Traffic St.), - N.S. 8 | *b*124 0 0 | 1847 | 9 3 4¼ | 507 1 0 |
| " " " - - " | 8 0 0 | 1860 | | |
| Dore - - - - - N.S. | 20 0 0 | 1846 | 1 14 1¾ | |
| Doveridge - - - N.S. 8 | - - - | - - - | - - - | 310 7 10 |
| Draycott and Wilne - - Par. 7 | 386 0 0 | 1854 | 6 13 9 | 397 18 0 |
| Duffield, Endowed - - N.S. 7 | 21 0 0 | 1855 | 8 15 7¾ | 402 2 0 |
| Eaton, Little - - - N.S. 8 | 50 0 0 | 1842 | 9 1 10¾ | 774 0 9 |
| " - - - - " | 15 0 0 | 1849 | | |
| " " - - - " | 20 0 0 | 1849 | | |
| Eaton, Long - - - N.S. 9 | - - - | - - - | 4 2 6¾ | 55 2 4 |
| Edale - - - - N.S. 8 | - - - | - - - | 1 2 10 | 29 11 0 |
| Edensor - - - - N.S. 8 | - - - | - - - | - - - | 376 12 8 |
| Eyam - - - - N.S. | - - - | - - - | 1 1 4½ | 5 16 8 |
| Glossop - - - - B.S. | *c*225 0 0 | 1836 | | |
| Glossop (Duke of Norfolk's) - B.S. 4 | 31 11 3 | 1859 | 10 4 9½ | 792 6 5 |
| Glossop, Dinting Vale, Printworks School - - - - 11 | - - - | - - - | 4 2 10¼ | 69 4 8 |

*a* For Siddal's Lane and Traffic Street School.
*b* For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street Schools.
*c* School pulled down, and part of proceeds of sale of material, with interest (165*l.* 8*s.* 1*d.*), repaid to the Lords of Her Majesty's Treasury.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| DERBYSHIRE—*cont.* | | | | |
| Grassmoor, Hasland School - - 8 | - - - | - - - | - - - | 53 16 8 |
| Hadfield - - - Wes. 11 | - - - | - - - | 7 14 8½ | 557 1 4 |
| Hardwick - - - N.S. 10 | - - - | - - - | - - - | 17 2 0 |
| Hassop and Calver - - R.C. 7 | - - - | - - - | 2 10 0½ | 60 12 8 |
| Hathersage - - Ch. of E. 7 | 304 0 0 | 1859 | 6 8 9½ | 208 2 4 |
| Hathersage - - - Wes. 12 | - - - | - - - | 1 3 10 | 12 0 0 |
| Hayfield, Town's - - N.S. 8 | *116 0 0 | 1839 | 4 3 4 | 4 7 0 |
| Hazlewood - - - N.S. 9 | 69 0 0 | 1846 | 1 1 2½ | 2 8 0 |
| Heage - - - N.S. 10 | 68 0 0 | 1841 | 3 18 0 | 61 0 0 |
| " - - - " | 70 2 5 | 1859 | | |
| Hemor - - - N.S. 10 | 220 0 0 | 1848 | 9 11 11¼ | 697 14 0 |
| " - - - " | 40 8 0 | 1856 | | |
| Hope - - - Ch. of E. | - - - | - - - | - - - | 1 15 0 |
| Horsley, Endowed - - N.S. 7 | 24 13 4 | 1849 | 3 6 1½ | 94 15 0 |
| " - - - " | 10 7 0 | 1857 | | |
| Hulland - - - N.S. 9 | - - - | - - - | 1 17 8½ | 64 13 0 |
| Ilkeston - - - B.S. 12 | 200 0 0 | 1846 | 6 10 10 | 720 6 8 |
| " - - - " | 86 0 0 | 1860 | | |
| Ilkeston - - - N.S. 8 | 131 5 0 | 1851 | 7 17 0½ | 1,060 18 0 |
| " - - - " | 279 8 0 | 1861 | | |
| Ironville - - - N.S. 8 | 490 0 0 | 1852 | 16 19 10½ | 1,453 2 4 |
| Kniveton - - - N.S. | 53 0 0 | 1849 | | |
| Langley (Kirk) - - N.S. | 40 0 0 | 1845 | 5 9 10 | |
| Lea, Public School - - - 11 | 512 5 0 | 1860 | 2 12 1½ | 186 19 0 |
| Littleover - - - N.S. | 70 0 0 | 1845 | | |
| Longford - - - Par. 7 | - - - | - - - | - - - | 209 5 0 |
| Lullington - - Ch. of E. 10 | - - - | - - - | - - - | 51 6 0 |
| Matlock Bath - - - N.S. 7 | 205 0 0 | 1854 | 5 0 0 | 246 4 0 |
| Measham - - - N.S. 5 | *20 0 0 | 1837 | 10 8 6½ | 1,025 19 0 |
| " - - - " | 60 0 0 | 1847 | | |
| " - - - " | 28 0 0 | 1851 | | |
| " - - - " | 57 6 6 | 1855 | | |
| Melbourne - - - N.S. 8 | 54 0 0 | 1858 | 12 16 1½ | 720 13 8 |
| Mickleover - - - Ch.S. | - - - | - - - | 1 0 8½ | |
| Middleton - - - N.S. 9 | 75 0 0 | 1846 | 1 18 11½ | 70 5 8 |
| " - - - " | 20 16 0 | 1859 | | |
| Middleton (Stoney) - - N.S. 10 | - - - | - - - | - - - | 131 4 0 |
| Milford - - - B.S. 12 | - - - | - - - | 44 10 9½ | 2,185 6 0 |
| Monyash - - - N.S. 8 | - - - | - - - | 1 0 1 | 1 13 0 |
| Morley - - - N.S. | 17 1 9 | 1850 | 1 13 4 | |
| Newhall - - - N.S. 8 | - - - | - - - | 3 15 3 | 80 0 4 |
| Newmills - - - N.S. 8 | 300 0 0 | 1846 | - - - | 32 2 0 |
| Newmills - - - Wes. 4 | - - - | - - - | 3 13 4½ | 71 7 0 |
| Newton-Solney - - N.S. 10 | - - - | - - - | - - - | 37 1 8 |
| Normanton (South) - - N.S. | *64 0 0 | 1839 | | |
| Normanton - - Ch. of E. 8 | - - - | - - - | - - - | 69 8 4 |
| Norton, Greenhill - - N.S. 7 | 46 0 0 | 1844 | 2 8 8½ | 34 12 0 |
| Ockbrooke - - - N.S. 8 | 200 0 0 | 1850 | 5 1 8½ | 399 11 10 |
| " - - - " | 11 0 0 | 1855 | | |
| " - - - " | 16 10 0 | 1858 | | |
| Osmaston - - - N.S. 7 | - - - | - - - | 8 0 0½ | 605 10 0 |
| Parwich - - - N.S. 7 | - - - | - - - | - - - | 32 6 0 |
| Pentrich - - - N.S. | - - - | - - - | 1 13 4 | |
| Pleasley Works - - B.S. 1 | - - - | - - - | - - - | 106 5 0 |
| Ravenstone - - - N.S. 9 | - - - | - - - | - - - | 2 10 0 |
| Riddings - - - N.S. 8 | 345 0 0 | 1845 | 10 15 1 | 581 3 0 |
| Ridgeway - - - N.S. 9 | *80 0 0 | 1837 | 1 10 0½ | 7 5 0 |
| Ripley - - - Wes. 12 | - - - | - - - | 4 3 4 | 32 10 0 |
| Ripley, Boys, Girls, and Infants N.S. | 800 0 0 | 1856 | 3 16 9½ | 1,161 16 0 |
| " " " " " | 200 0 0 | 1857 | | |
| Sawley - - - N.S. 10 | 415 0 0 | 1860 | 5 0 0½ | 130 9 6 |
| Scropton - - - N.S. 10 | 80 0 0 | 1853 | 2 0 9 | 182 8 0 |
| " - - - " | 31 5 0 | 1861 | | |
| Shardlow - - - Par. 7 | - - - | - - - | 5 3 0 | 372 6 6 |
| Shipley and Cotmanhay - N.S. 7 | 436 10 0 | 1860 | 3 17 5 | 199 18 6 |
| Shirebrook - - - N.S. | 83 5 0 | 1852 | | |
| Shirland - - - N.S. 8 | 133 10 0 | 1851 | 2 3 4 | 50 0 0 |
| Shirley - - - N.S. 10 | 62 0 0 | 1845 | 10 16 8½ | 303 13 0 |
| " - - - " | 26 6 8 | 1856 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Derbyshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Smalley - - - - N.S. 8 | 35 0 0 | 1848 | 4 3 7½ | 617 15 8 |
| " - - - - " | 153 0 0 | 1848 | | |
| " - - - - " | 10 0 0 | 1858 | | |
| " - - - - " | 4 5 0 | 1858 | | |
| Spink Hill, St. Mary's - - R.C. 7 | - - - | - - - | 5 17 2½ | 467 3 4 |
| Spondon - - - - N.S. 8 | 183 0 0 | 1840 | - - - | 261 10 4 |
| Stanton-by-Dale Abbey - N.S. 8 | 263 0 0 | 1854 | 1 17 7½ | 191 15 4 |
| " " - - " | 12 0 0 | 1858 | | |
| Stapenhill - - - N.S. 7 | - - - | - - - | 4 10 10½ | 227 15 4 |
| Staveley - - - - N.S. 7 | 200 0 0 | 1844 | 1 5 7½ | 65 16 8 |
| Staveley Works School - - 7 | - - - | - - - | 6 6 0 | 468 1 0 |
| Sudbury (Lady Vernon's) - N.S. 8 | - - - | - - - | - - - | 815 18 4 |
| Swadlincote - - - N.S. 10 | - - - | - - - | 1 18 3¾ | 54 8 4 |
| Tansley - - - - N.S. 9 | 60 0 0 | 1842 | 5 16 8 | 96 0 0 |
| " - - - - " | 60 0 0 | 1849 | | |
| " - - - - " | 43 14 9 | 1858 | | |
| Tibshelf - - - - N.S. 7 | - - - | - - - | 1 16 11 | 124 3 6 |
| Tideswell - - - - N.S. 8 | 255 0 0 | 1847 | - - - | 18 6 8 |
| " - - - - " | 50 0 0 | 1850 | | |
| Turnditch - - - - N.S. | 75 0 0 | 1847 | | |
| Wessington - - - N.S. | 13 0 0 | 1859 | | |
| " - - - - " | 16 14 6 | 1859 | | |
| Whitfield - - - - N.S. 8 | 300 0 0 | 1848 | 12 15 0 | 213 13 0 |
| Whittington, Endowed - Par. | 144 0 0 | 1849 | 3 13 7½ | |
| Whitwell - - - Ch. of E. 8 | - - - | - - - | - - - | 62 10 0 |
| Wirksworth - - - N.S. 9 | 234 0 0 | 1852 | 14 7 8 | 451 13 8 |
| " - - - - " | 56 0 0 | 1859 | | |
| Yeaveley - - - - N.S. 10 | 26 10 0 | 1842 | - - - | 37 10 0 |
| " - - - - " | 32 0 0 | 1847 | | |
| **Devonshire.** | | | | |
| Appledore - - - N.S. 6 | 130 0 0 | 1844 | 4 0 0½ | 725 13 0 |
| " - - - - " | 6 6 8 | 1852 | | |
| Ashburton, Infants - - N.S. | *38 0 0 | 1838 | | |
| Ashford - - - Ch. of E. | 75 4 0 | 1858 | | |
| Ashreigney - - - N.S. | 361 16 0 | 1861 | | |
| Ashton - - - - N.S. | *37 0 0 | 1839 | 1 0 0 | |
| Aveton-Gifford - - N.S. 11 | 463 4 0 | 1858 | 5 16 8½ | 119 5 8 |
| Awliscombe - - - N.S. 4 | *36 0 0 | 1840 | - - - | 3 10 0 |
| Axminster - - - N.S. 4 | 158 0 0 | 1850 | 7 2 4½ | 1,243 18 6 |
| Axmouth - - - N.S. 4 | 8 11 4 | 1853 | 3 16 11½ | 360 2 0 |
| " - - - - " | 10 10 0 | 1856 | | |
| Barnstaple - - - N.S. 2 | *100 0 0 | 1835 | - - - | 514 8 8 |
| Barnstaple - - - Wes. 11 | 499 0 0 | 1859 | 20 12 6¾ | 724 12 10 |
| Barnstaple, Blue Coat Boys, Endowed School - - - 5 | - - - | - - - | - - - | 347 3 4 |
| Barnstaple, Holy Trinity - N.S. 6 | 345 0 0 | 1849 | 7 0 0 | 257 14 4 |
| Beaworthy - - - N.S. | *25 0 0 | 1834 | | |
| Berryn Arbor - - - N.S. 5 | 126 0 0 | 1848 | 1 4 2 | 78 15 8 |
| Bickington - - - Ch. of E. 5 | - - - | - - - | - - - | 87 10 0 |
| Bickleigh - - - - N.S. | 55 0 0 | 1842 | | |
| " - - - - " | 4 13 4 | 1853 | | |
| Bideford - - - - B.S. 12 | *240 0 0 | 1837 | 20 0 7½ | 1,309 8 2 |
| " - - - - " | 86 1 7 | 1856 | | |
| Bideford, Longbridge - - N.S. 5 | 125 0 0 | 1849 | 3 5 9¾ | 1,251 8 4 |
| Blackawton - - - N.S. | *37 0 0 | 1886 | | |
| Bovey North - - - N.S. 11 | - - - | - - - | - - - | 60 14 2 |
| Bovey Tracey - - - N.S. 4 | *87 0 0 | 1835 | 2 13 11 | 128 12 0 |
| Bradninch - - - - N.S. 3 | *99 0 0 | 1838 | 2 7 2¾ | 87 0 4 |
| " - - - - " | 25 0 0 | 1850 | | |
| " - - - - " | 27 18 0 | 1855 | | |
| Bramford Speke, Village School 3 | - - - | - - - | - - - | 24 6 6 |
| Bramford Wood, Reformatory 3 | - - - | - - - | 0 19 2 | 217 5 11 |
| Bratton Clovelly - - - N.S. | *35 0 0 | 1838 | 1 6 4 | |
| Bratton Fleming - - - N.S. 6 | 65 0 0 | 1841 | 1 13 4 | 26 19 8 |
| " - - - - " | 10 6 0 | 1859 | | |
| Bridgetown - - - - S. 10 | - - - | - - - | - - - | 17 5 0 |

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| DEVONSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Brixham, Endowed - Ch.S. 4 | 50 0 0 | 1854 | 5 12 2½ | 585 1 10 |
| Brixham, Girls' School - - 4 | - - - | - - - | - - - | 106 0 0 |
| Brixham, Infant School - - 4 | - - - | - - - | - - - | 214 3 8 |
| Brixham - - - - B.S. 11 | - - - | - - - | 3 6 11 | 128 3 0 |
| Broadclyst - - - - N.S. 5 | - - - | - - - | - - - | 151 6 0 |
| Buckfastleigh - - - N.S. 11 | 189 0 0 | 1842 | 2 12 4½ | 218 15 8 |
| Buckfastleigh - - - B.S. | *170 0 0 | 1835 | | |
| Buckland (Egg.) - - - N.S. | 133 0 0 | 1848 | | |
| Buckland Monachorum - Ch.S. | 150 0 0 | 1859 | | |
| Buckland, West - - - N.S. 6 | 70 0 0 | 1846 | - - - | 6 19 0 |
| " " - - - " | 20 0 0 | 1847 | | |
| " " - - - " | 20 0 0 | 1854 | | |
| Budeaux, St. - - - - N.S. | *40 0 0 | 1837 | | |
| Burlescombe - - Ch. of E. 2 | 304 0 0 | 1860 | - - - | 6 14 9 |
| Burrington - - - N.S. 6 | 332 0 0 | 1857 | - - - | 47 14 8 |
| Butterleigh - - - N.S. | 26 0 0 | 1844 | | |
| Cadeleigh - - - - N.S. | 40 0 0 | 1842 | | |
| Castle Hill - - - - N.S. 6 | - - - | - - - | 3 15 10 | 420 7 4 |
| Chagford - - - - Par. 3 | 128 12 6 | 1861 | 3 9 3½ | 398 8 2 |
| Charles - - - Ch. of E. 6 | 80 0 0 | 1860 | 1 10 0½ | 6 2 6 |
| Cheriton, Bishop - - N.S. | *25 0 0 | 1838 | | |
| Chevithorne - - Ch. of E. 4 | 250 0 0 | 1857 | - - - | 151 13 0 |
| Chittlehampton - - - N.S. 6 | - - - | - - - | 3 4 10½ | 217 5 0 |
| Chudleigh - - - - N.S. 11 | 799 16 0 | 1858 | 6 19 0½ | 283 7 8 |
| Chumleigh - - - - B.S. | *50 0 0 | 1836 | | |
| Colebrooke - - - - N.S. | *140 0 0 | 1835 | | |
| Coleridge - - - - N.S. 5 | - - - | - - - | - - - | 42 9 8 |
| Collumpton - - - - N.S. 4 | 21 0 0 | 1853 | 6 16 6½ | 282 17 8 |
| Colyton - - - - N.S. | *92 0 0 | 1836 | 2 19 9½ | 15 2 3 |
| Colyton Rawleigh - - - N.S. 4 | 60 0 0 | 1841 | 1 1 1 | |
| Combmartin - - - N.S. 5 | 104 15 6 | 1854 | 4 12 11½ | 440 7 8 |
| Cornwood - - - - N.S. 3 | 315 0 0 | 1860 | - - - | 25 6 0 |
| Countess Wear - - - N.S. 4 | 100 0 0 | 1854 | 1 12 10½ | 35 3 0 |
| Culmstock - - - - N.S. 3 | *70 0 0 | 1840 | - - - | 5 17 0 |
| Dartmoor Prison - - - N.S. 4 | - - - | - - - | 6 13 4½ | 359 15 0 |
| Dartmouth, St. Petrox - - N.S. 11 | - - - | - - - | - - - | 72 4 0 |
| Dawlish - - - - N.S. 3 | - - - | - - - | - - - | 585 7 4 |
| Devon and Exeter, Central - N.S. 3 | 1,395 0 0 | 1858 | 31 16 8½ | 2,031 15 8 |
| Devon and Exeter Church Teachers' Association - - - - | - - - | - - - | 4 10 10½ | |
| Devonport, Royal Naval and Military Free School - - - 12 | 653 0 0 | 1849 | 28 4 11½ | 3,012 14 0 |
| " " - - - | 250 0 0 | 1854 | | |
| " " - - - | 35 0 0 | 1857 | | |
| " " - - - | 40 0 0 | 1858 | | |
| Devonport, St. James' - - N.S. 3 | - - - | - - - | 15 8 6 | 865 9 0 |
| Devonport, St. Mary's - - N.S. 4 | - - - | - - - | 5 0 0 | 464 14 0 |
| Devonport, St. Stephen's - N.S. 4 | - - - | - - - | 8 15 10½ | 1,355 9 8 |
| Devonport, St. Joseph's - - R.C. 7 | - - - | - - - | - - - | 22 18 4 |
| Dittisham - - - - N.S. 4 | 75 0 0 | 1844 | 3 9 5 | 304 14 6 |
| " " - - - | 17 10 0 | 1847 | | |
| Dolton, Boys - - - - N.S. 6 | - - - | - - - | - - - | 21 12 0 |
| Down, West - - - - N.S. | 50 0 0 | 1842 | | |
| Drewsteignton - - - N.S. 5 | - - - | - - - | 4 7 3½ | 91 13 4 |
| Dunsford - - - - N.S. 2 | - - - | - - - | - - - | 33 5 4 |
| Elmore - - - - B.S. 12 | - - - | - - - | 7 14 2 | 996 10 10 |
| Ermington - - - - N.S. 4 | 69 10 0 | 1841 | 1 8 0½ | 29 0 0 |
| " " - - - | 75 0 0 | 1848 | | |
| Exbourne - - - - N.S. | *60 0 0 | 1840 | | |
| Exeter - - - - - N.S. 3 | - - - | - - - | 25 4 8½ | 1,738 1 8 |
| Exeter - - - - - B.S. | *150 0 0 | 1837 | | |
| Exeter, Episcopal Charity School - 3 | - - - | - - - | 13 9 1½ | 1,856 18 4 |
| Exeter, Mint Lane - - Wes. 12 | 300 0 0 | 1848 | 19 19 7½ | 1,799 12 11 |
| " " - - - | 35 0 0 | 1854 | | |
| Exeter, St. James' - - - N.S. 3 | 200 0 0 | 1845 | 8 1 0½ | 821 0 10 |
| " " - - - | 13 16 0 | 1853 | | |
| " " - - - | 8 0 0 | 1854 | | |
| Exeter, St. Sidwell's - - N.S. 4 | 467 0 0 | 1854 | 14 19 10½ | 867 6 0 |
| " " - - - | 33 0 0 | 1856 | | |
| Exeter, St. Thomas' - - - N.S. 3 | - - - | - - - | - - - | 84 0 8 |

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| | Amount. | Date of Payment. | | |
| DEVONSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Exeter, St. Thomas' - - P.U. | - - - | - - - | - - - | 141 13 4 |
| Exeter, City Workhouse School - - 6 | - - - | - - - | - - - | 141 13 4 |
| Exminster - - - - N.S. | 354 0 0 | 1859 | | |
| Exmouth - - - - N.S. 3 | - - - | - - - | - - - | 579 0 0 |
| Exwick - - - - N.S. 3 | 255 0 0 | 1860 | - - - | 18 1 8 |
| Filleigh, Castle Hill - - - U.S. | - - - | - - - | 3 14 2 | |
| Furrough Cross School - - - 11 | - - - | - - - | - - - | 48 17 0 |
| Gulworthy (Duke of Bedford's Sch.) 4 | - - - | - - - | 3 19 11 | 153 0 0 |
| Halberton - - - - N.S. 4 | 100 0 0 | 1845 | 7 1 2 | 759 3 4 |
| " - - - - " | 9 18 0 | 1852 | | |
| " - - - - " | 40 0 0 | 1854 | | |
| " - - - - " | 156 0 0 | 1856 | | |
| Hampton, High - - - N.S. | *35 0 0 | 1835 | | |
| Harberton Ford - - - N.S. | 137 0 0 | 1850 | 2 8 0¾ | |
| Hartland - - - - N.S. 5 | - - - | - - - | - - - | 10 0 0 |
| Hatherleigh - - - N.S. | *112 0 0 | 1839 | | |
| Heavitree - - - Par. 3 | - - - | - - - | 3 2 6¼ | 204 4 8 |
| Hollacombe - - - B.S. | *45 0 0 | 1836 | | |
| Holne - - - - N.S. 11 | 5 18 3 | 1860 | 3 15 10¾ | 137 0 0 |
| Holsworthy - - - Wes. 11 | 150 15 0 | 1852 | 5 13 2¼ | 453 17 4 |
| Holsworthy - - - N.S. 6 | 100 0 0 | 1847 | 9 9 1 | 227 11 8 |
| " - - - - | 15 0 0 | 1855 | | |
| Honiton - - - - N.S. 4 | - - - | - - - | 3 0 0½ | 109 6 0 |
| Honiton - - - - B.S. 11 | *150 0 0 | 1834 | 1 17 10½ | 66 15 8 |
| Hooe, West - - - N.S. 4 | - - - | - - - | 5 9 2 | 272 5 0 |
| Horrabridge, Secular School - - 11 | 59 8 0 | 1861 | 4 8 9½ | 259 3 4 |
| Huish, North - - - N.S. 3 | 63 0 0 | 1846 | - - - | 34 14 0 |
| " - - - - " | 12 13 4 | 1857 | | |
| Iddesleigh and Dowland - N.S. | 219 10 0 | 1860 | | |
| Ide - - - - N.S. 3 | - - - | - - - | - - - | 188 12 4 |
| Ilfracombe - - - - B.S. 11 | - - - | - - - | 2 9 6¾ | 55 13 0 |
| Ilfracombe - - - - N.S. 5 | 228 0 0 | 1857 | 9 1 8 | 1,068 10 2 |
| Ilfracombe, St. Philip and St. James's - - - - N.S. 5 | - - - | - - - | 5 2 5¾ | 70 9 8 |
| Instow - - - - N.S. | 117 0 0 | 1856 | | |
| Ivybridge - - - Ch. of E. 3 | - - - | - - - | - - - | 121 0 0 |
| Kelly - - - - Ch. of E. 5 | - - - | - - - | - - - | 135 15 0 |
| Kenn - - - - Ch. of E. 3 | - - - | - - - | - - - | 325 12 4 |
| Kentisbeare - - - N.S. 4 | - - - | - - - | 1 9 5¾ | 36 5 0 |
| Kingsbridge and Dodbrooke - B.S. 11 | 103 0 0 | 1842 | 4 12 11¾ | 451 8 5 |
| " " - " | 100 0 0 | 1845 | | |
| " " - " | 9 10 8 | 1848 | | |
| " - - - - " | 31 0 0 | 1854 | | |
| Kingsbridge and Dodbrooke - N.S. 12 | 134 0 0 | 1850 | 4 15 2¾ | 1,127 16 6 |
| Kingskerswell, St. Mary's - N.S. 3 | 280 0 0 | 1856 | - - - | 4 5 0 |
| Lamerton - - - - N.S. 4 | - - - | - - - | 2 5 0 | 13 15 0 |
| Lensden - - - - N.S. 11 | - - - | - - - | 2 6 8 | 113 16 8 |
| Lew Trenchard - - - N.S. | 66 10 0 | 1842 | | |
| Loxhore - - - - N.S. 5 | 40 0 0 | 1843 | 1 1 9½ | 80 16 8 |
| Lympston - - - - N.S. 4 | - - - | - - - | 1 12 11½ | 188 12 4 |
| Lynton - - - - N.S. | 100 0 0 | 1843 | | |
| Mamhead and Ashcombe - N.S. 3 | - - - | - - - | - - - | 68 0 0 |
| Manaton - - - - Ch. of E. 4 | 101 0 0 | 1859 | - - - | 16 1 8 |
| Marwood, Endowed School - - 5 | - - - | - - - | 1 1 5 | 2 12 0 |
| Marychurch, St. - - - N.S. 3 | 87 6 0 | 1860 | 5 0 0½ | 787 13 8 |
| Mary-Tavy, St. - - - N.S. 5 | - - - | - - - | 12 14 6½ | 371 8 8 |
| Mary-Tavy, St. - - - B.S. | *100 0 0 | 1837 | 2 7 6¾ | |
| Meavy - - - - N.S. | *25 0 0 | 1837 | | |
| " - - - - " | 30 0 0 | 1846 | | |
| Membury - - - - N.S. | 51 0 0 | 1842 | 0 4 0 | |
| " - - - - " | 10 0 0 | 1848 | | |
| Merton - - - - N.S. 6 | - - - | - - - | - - - | 50 1 8 |
| Milton Abbot (Duke of Bedford's), Boys' Free School - - 4 | - - - | - - - | 3 5 2 | 735 7 6 |
| Milton Abbot, Girls' School - N.S. 4 | 60 0 0 | 1848 | 2 6 9 | 252 2 0 |
| Modbury - - - - N.S. | *100 0 0 | 1836 | 1 11 9 | |
| " - - - - " | 77 0 0 | 1854 | | |
| Molton, North - - - N.S. 5 | - - - | - - - | 3 12 7¾ | 179 0 8 |
| Molton, South - - - N.S. 6 | - - - | - - - | 6 4 0 | 581 13 8 |
| Molton, South, Infants' School - 12 | 400 0 0 | 1861 | 7 0 0½ | 499 8 4 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| DEVONSHIRE—*cont.* | | | | |
| Molton, South - - - Wes. 12 | - - - | - - - | 3 17 4½ | 452 14 0 |
| Morchard, Bishop's - Ch. of E. 4 | - - - | - - - | - - - | 395 13 4 |
| Northam - - - - N.S. 6 | *90 0 0 | 1836 | 2 2 3 | 626 19 2 |
| Nos-Mayo - - - - N.S. | 100 0 0 | 1844 | 1 4 0½ | |
| " - - - " | 11 0 0 | 1849 | | |
| Nympton Bishop's - - N.S. | 50 0 0 | 1842 | | |
| Offwell - - - - N.S. 4 | - - - | - - - | 1 4 10 | 3 16 0 |
| Okehampton - - - N.S. 6 | *82 0 0 | 1837 | 3 3 4½ | 195 4 4 |
| " - - - " | 44 0 0 | 1855 | | |
| Ottery St. Mary's - - N.S. 3 | - - - | - - - | 6 2 5½ | 82 12 0 |
| Paignton - - - - N.S. 5 | 84 0 0 | 1846 | 2 15 2½ | 263 7 8 |
| " - - - " | 5 10 0 | 1854 | | |
| Parkham - - - - N.S. | 35 0 0 | 1859 | 1 17 10½ | |
| Peter Tavy Village School - - | 128 0 0 | 1860 | | |
| Petherwyn, North - - N.S. | 80 0 0 | 1845 | | |
| Pilton - - - - N.S. 6 | *100 0 0 | 1841 | - - - | 76 13 4 |
| Plymouth (Charles Parish) - N.S. 4 | 600 0 0 | 1847 | 38 1 10½ | 4,384 3 0 |
| " " - " | 26 5 5 | 1851 | | |
| " " - " | 8 6 8 | 1856 | | |
| " - - " | 882 12 0 | 1857 | | |
| Plymouth, Ch. Ch. - - N.S. 3 | 177 0 0 | 1850 | 11 9 7 | 515 18 0 |
| " " - " | 4 6 8 | 1857 | | |
| " " - " | 4 0 0 | 1858 | | |
| Plymouth, Free - - - B.S. 12 | 95 15 0 | 1849 | 86 15 1½ | 5,286 7 2 |
| " " - " | 300 0 0 | 1851 | | |
| " " - " | 80 13 4 | 1854 | | |
| " - - " | 14 0 0 | 1855 | | |
| Plymouth, Holy Trinity - N.S. 4 | 270 0 0 | 1855 | 12 14 10½ | 914 16 10 |
| " - - " | 282 11 6 | 1859 | | |
| Plymouth, St. Andrew's Chapel N.S. 4 | - - - | - - - | 6 17 8½ | 464 2 4 |
| Plymouth, St. James - Ch. of E. 4 | - - - | - - - | - - - | 82 1 9 |
| Plymouth, St. Peter's - - N.S. 4 | - - - | - - - | 5 14 3½ | 176 18 0 |
| Plymouth, The Grey School - - 4 | - - - | - - - | 7 0 9 | 265 3 4 |
| Plympton, St. Mary's, Ridgway District - - - N.S. 4 | - - - | - - - | 2 17 6 | 849 9 8 |
| Plymstock - - - N.S. 4 | 55 12 0 | 1857 | 3 13 5 | 299 19 6 |
| Raddon Chapel - - N.S. 5 | - - - | - - - | - - - | 144 11 0 |
| Rose Ash - - - N.S. | 65 0 0 | 1847 | | |
| Salcombe, near Kingsbridge - N.S. 11 | 150 0 0 | 1848 | 1 15 8 | 102 7 8 |
| Sampford Peverell - - N.S. | 100 0 0 | 1850 | | |
| Sandford - - - N.S. 3 | - - - | - - - | - - - | 446 2 4 |
| Seaton, (Sir W. Trevelyan's) - S. 2 | - - - | - - - | - - - | 1 5 0 |
| Shebbeare - - - N.S. | *30 0 0 | 1836 | | |
| Sidmouth - - - Par. 3 | - - - | - - - | - - - | 51 10 0 |
| Sidmouth, All Saints' - N.S. 4 | 161 0 0 | 1849 | 7 5 11½ | 139 7 0 |
| Silverton - - - N.S. | 111 0 0 | 1848 | | |
| Starcross - - - N.S. 3 | - - - | - - - | - - - | 6 3 0 |
| Stoke Gabriel - - N.S. | 50 0 0 | 1843 | 1 1 7½ | |
| " " - " | 4 10 0 | 1853 | | |
| " " - " | 17 0 0 | 1857 | | |
| Stoke Damerel - - Public S. 12 | *90 0 0 | 1836 | 14 18 3½ | 909 2 4 |
| Stokenham - - - N.S. 4 | 272 0 0 | 1858 | 4 3 4½ | 219 7 0 |
| Stonehouse - - - Wes. 12 | - - - | - - - | - - - | 240 5 0 |
| Stonehouse, East - - N.S. 3 | 17 6 8 | 1852 | 17 15 5½ | 1,171 10 4 |
| " - - " | 7 5 0 | 1856 | | |
| Stonehouse, St. Mary's - R.C. 6 | - - - | - - - | 5 15 2 | 407 0 8 |
| Sutton-on-Plym - - N.S. 5 | 202 5 0 | 1861 | - - - | 15 16 0 |
| Swimbridge - - - Par. 6 | - - - | - - - | - - - | 5 0 0 |
| Tavistock - - - B.S. 12 | - - - | - - - | 22 15 8 | 2,000 0 0 |
| Tavistock - - - N.S. 4 | 415 0 0 | 1847 | 26 11 9 | 1,837 13 2 |
| Tawton, Bishop's - - N.S. | 66 10 0 | 1843 | | |
| Tawton, North, Infants - Ch. of E. | 195 0 0 | 1858 | | |
| Teignmouth - - - B.S. 11 | - - - | - - - | 3 8 2 | 106 7 0 |
| Teignmouth, East and West - Par. 3 | - - - | - - - | 6 0 5 | 303 2 4 |
| Teignmouth - - - Wes. | - - - | - - - | 1 16 7½ | |
| Teignton, Bishop's - Ch. of E. 5 | - - - | - - - | - - - | 195 5 10 |
| Teignton, King's - - N.S. 4 | 188 0 0 | 1848 | 2 6 8½ | 175 14 7 |
| " " - " | 3 12 6 | 1854 | | |
| Thorverton - - - N.S. 4 | 140 0 0 | 1843 | 1 19 10½ | 309 0 4 |

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| **Devonshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Tipton, St. John's - - N.S. | 50 0 0 | 1843 | | |
| Tiverton - - - N.S. 4 | 138 0 0 | 1858 | 5 17 7½ | 325 8 4 |
| Tiverton - - - B.S. 12 | - - - | - - - | 22 11 0½ | 3,458 1 0 |
| Tiverton (Bampton Street), Infants - - - B.S. 12 | - - - | - - - | 5 0 0½ | 759 4 4 |
| Topsham - - - Wes. 11 | - - - | - - - | 5 17 10½ | 397 15 4 |
| Topsham, Somasters - - N.S. 3 | - - - | - - - | - - - | 131 0 2 |
| Tor, Yonge - - - N.S. 3 | 250 0 0 | 1847 | 14 17 4½ | 868 5 0 |
| " " - - - " | 36 0 0 | 1847 | | |
| " " - - - " | 15 6 5 | 1853 | | |
| " " - - - " | 47 0 0 | 1854 | | |
| " " - - - " | 47 0 0 | 1860 | | |
| Torrington, Black - - N.S. | *40 0 0 | 1836 | | |
| Torrington, Great - - B.S. | *150 0 0 | 1835 | | |
| Torquay, Abbey Road, - Public Sch. 11 | - - - | - - - | 17 14 7½ | 71 7 8 |
| Torquay - - - N.S. 4 | 100 0 0 | 1860 | 6 14 6½ | 1,509 13 4 |
| Torquay, Holy Trinity - - N.S. 3 | - - - | - - - | 4 17 6½ | 99 17 8 |
| Turnchapel - - - N.S. 4 | - - - | - - - | - - - | 139 8 0 |
| Uffculme - - - N.S. 4 | - - - | - - - | - - - | 81 3 4 |
| Uplowman - - - N.S. 3 | - - - | - - - | - - - | 22 6 8 |
| Up-Ottery - - - N.S. 4 | 125 0 0 | 1844 | 3 12 6 | 19 16 0 |
| Upton, Boston Fields - - N.S. | 85 0 0 | 1856 | | |
| " " - - - " | 39 0 0 | 1859 | | |
| Upton Pyne - - - N.S. 3 | - - - | - - - | 1 19 6½ | 469 1 4 |
| Warkleigh - - - N.S. | 47 10 0 | 1847 | | |
| Wear Gifford - - - N.S. 11 | 198 0 0 | 1860 | 1 8 8 | 78 15 6 |
| Whimple - - - N.S. 3 | 96 0 0 | 1850 | 2 18 9½ | 137 15 8 |
| Willand - - - N.S. | 70 0 0 | 1845 | | |
| Winkleigh - - - N.S. 5 | 64 0 0 | 1841 | - - - | 20 17 8 |
| Witheridge - - - N.S. 6 | 95 0 0 | 1847 | 2 13 2½ | 116 8 6 |
| " - - - " | 82 0 0 | 1847 | | |
| " - - - " | 20 0 0 | 1859 | | |
| Withleigh - - - N.S. 3 | - - - | - - - | - - - | 4 0 0 |
| Withycombe Rawleigh - - N.S. | 40 0 0 | 1842 | 1 2 3 | |
| " " - - " | 49 5 10 | 1845 | | |
| Wolborough and Highweek - N.S. 4 | 150 0 0 | 1844 | 9 16 9 | 413 11 0 |
| " " - " | 10 0 0 | 1850 | | |
| " " - " | 9 17 4 | 1857 | | |
| Woodbury (Broadmead's), Endowed School - - - 12 | - - - | - - - | 2 2 11 | 372 0 0 |
| Yarnscombe - - - N.S. 6 | 51 0 0 | 1848 | - - - | 2 15 0 |
| **Dorsetshire.** | | | | |
| Allington - - - N.S. | *80 0 0 | 1839 | | |
| Alton Pancras - - N.S. | 75 0 0 | 1847 | 2 2 3½ | |
| " " - - " | 25 0 0 | 1848 | | |
| Athelhampton - - B.S. 5 | - - - | - - - | 3 1 8½ | 191 5 0 |
| Beaminster, Girls - - N.S. 9 | - - - | - - - | 2 3 9½ | 278 1 8 |
| Black Down - - N.S. | 82 0 0 | 1847 | | |
| Blandford, Boys - - N.S. 7 | 130 0 0 | 1847 | 8 12 0½ | 1,015 4 8 |
| " " - - " | 14 13 4 | 1852 | | |
| " " - - " | 12 10 0 | 1859 | | |
| Blandford, Girls - - N.S. 7 | 63 0 0 | 1858 | 11 13 1 | 719 12 10 |
| Blandford - - B.S. | 150 0 0 | 1841 | | |
| Bradford Peverell - Ch. S. 7 | - - - | - - - | 1 2 9 | 178 2 6 |
| Bradpole - - Mixed Sch. 7 | - - - | - - - | - - - | 43 8 4 |
| Bridport (Boys, Girls, and Infants), General School - - 10 | 261 0 0 | 1850 | 35 17 3½ | 2,315 7 8 |
| " " - - - | 18 0 0 | 1853 | | |
| " " - - - | 500 0 0 | 1855 | | |
| " " - - - | 55 15 4 | 1858 | | |
| Bredy (Long), and Kimpton Russell - - - N.S. 7 | 157 0 0 | 1856 | 2 0 0 | 103 17 0 |
| " " - - " | 141 0 0 | 1858 | | |
| Broadmayne - - N.S. | 48 0 0 | 1846 | | |
| Broadwindsor - - N.S. 2 | 150 0 0 | 1844 | 2 2 11 | 284 7 0 |
| Buckland, Newton - Ch. of E. 2 | 268 0 0 | 1858 | - - - | 117 11 10 |
| Burton, East - - N.S. | 38 0 0 | 1843 | | |

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| **Dorsetshire**—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Cann, St. Rumbolt's - - N.S. 11 | 70 0 0 | 1846 | 2 8 4 | 106 3 4 |
| Cattistock - - - N.S. 7 | *45 0 0 | 1841 | 1 2 6 | 160 8 4 |
| Cerne Abbas - - N.S. 7 | - - - | - - - | 3 10 5½ | 177 17 0 |
| Chardstock, Industrial - - N.S. 3 | *100 0 0 | 1839 | 5 3 0 | 161 19 2 |
| " " - - " | 150 0 0 | 1850 | - - - | - - - |
| " " - - " | 600 0 0 | 1859 | - - - | - - - |
| Chetnole - - - N.S. 2 | - - - | - - - | - - - | 26 3 4 |
| Chideock - - - N.S. 11 | 117 0 0 | 1849 | 1 6 8 | 2 4 0 |
| Compton, Nether and Over - N.S. 2 | 114 0 0 | 1849 | 2 19 3 | 235 11 8 |
| " " - - " | 7 13 4 | 1853 | - - - | - - - |
| Corfe Castle - - - N.S. 7 | - - - | - - - | 5 4 10½ | 941 17 10 |
| Corfe Castle - - - B.S. 5 | *295 0 0 | 1834 | 4 12 1 | 670 15 6 |
| Corfe Mullen - Lockyer's N.S. 7 | 195 0 0 | 1860 | - - - | 24 10 0 |
| Corscombe - - - N.S. 2 | 5 5 7 | 1850 | - - - | 113 11 8 |
| Cranborne - - Ch. of E. 7 | - - - | - - - | - - - | 142 15 0 |
| Critchill More - - Ch. of E. 7 | - - - | - - - | - - - | 72 10 0 |
| Dorchester, Boys and Girls - N.S. 10 | *80 0 0 | 1835 | 13 8 10½ | 1,629 9 6 |
| Dorchester, Trinity, Infant - N.S. 10 | - - - | - - - | - - - | 148 10 10 |
| Dorset, Reformatory - - - | - - - | - - - | - - - | 155 14 6 |
| Edmonsham - - Ch. of E. 7 | 150 0 0 | 1858 | 1 0 8 | 14 8 4 |
| Enmore Green - - N.S. 12 | - - - | - - - | 1 4 9 | 280 14 2 |
| Farnham - - - N.S. | *35 0 0 | 1837 | - - - | - - - |
| " - - - " | 20 0 0 | 1849 | - - - | - - - |
| Farnham, Gypsey - - N.S. | a100 0 0 | 1843 | - - - | - - - |
| Fordington, West - - Par. 9 | - - - | - - - | - - - | 92 13 4 |
| Gillingham - - - N.S. 11 | - - - | - - - | 7 3 7 | 613 15 8 |
| Godmanstone - - - N.S. | 75 0 0 | 1850 | - - - | - - - |
| Grange - - - N.S. 7 | - - - | - - - | - - - | 49 5 0 |
| Halstock - - - N.S. 1 | *47 0 0 | 1839 | 3 2 6½ | 4 6 0 |
| " - - - " | 30 0 0 | 1845 | - - - | - - - |
| Hampreston - - N.S. 7 | - - - | - - - | 1 3 4 | 60 18 4 |
| Handley - - - N.S. 5 | - - - | - - - | 1 0 11½ | 138 6 8 |
| Hawkchurch - - N.S. | 10 0 0 | 1845 | - - - | - - - |
| Herston, Infant - - Ch. of E. 7 | 112 0 6 | 1856 | - - - | 27 12 0 |
| Hilton - - - N.S. 7 | 368 0 0 | 1859 | 3 10 10 | 10 17 0 |
| Hinton Martell - - Ch. of E. 7 | - - - | - - - | 1 0 8 | 45 1 0 |
| Hinton, St. Mary - - N.S. | 70 0 0 | 1844 | - - - | - - - |
| Hinton (Tarrant) - - N.S. 7 | - - - | - - - | 1 19 2½ | 178 11 8 |
| Holt - - - N.S. 10 | 200 0 0 | 1844 | 2 4 0 | 8 6 0 |
| Hook - - - Ch. of E. | 100 0 0 | 1859 | 1 18 3 | - - - |
| Ibberton - - - N.S. | *25 0 0 | 1835 | - - - | - - - |
| Iwerne Minster - - N.S. 7 | *60 0 0 | 1839 | 2 1 1½ | 12 10 0 |
| Kingston - - - N.S. 7 | *40 0 0 | 1836 | 6 17 0½ | 509 2 4 |
| Kington Magna - - N.S. 11 | 150 0 0 | 1855 | 1 3 0½ | 140 2 10 |
| " - - - " | 114 0 0 | 1858 | - - - | - - - |
| Kinson Heath - - Ch. of E. | 214 0 0 | 1861 | - - - | - - - |
| Langton-Herring - - N.S. 10 | - - - | - - - | - - - | 75 15 0 |
| Langton-Matravers - - N.S. 7 | 70 0 0 | 1845 | 6 6 9½ | 384 10 4 |
| " - - - " | 6 13 4 | 1855 | - - - | - - - |
| Longfleet - " - - N.S. 7 | - - - | - - - | 3 0 9 | 170 0 8 |
| Lulworth, West - - Ch. of E. | 196 0 0 | 1860 | 2 10 0½ | 13 6 8 |
| Lyme Regis - - - N.S. 10 | 15 0 0 | 1855 | 9 15 4½ | 824 8 0 |
| " - - - " | 9 10 0 | 1859 | - - - | - - - |
| Lyme Regis - - - B.S. 4 | *150 0 0 | 1837 | 2 17 7½ | 402 16 0 |
| " " - - - " | 15 16 0 | 1852 | - - - | - - - |
| " " - - - " | 7 0 0 | 1854 | - - - | - - - |
| Lytchet Matravas - - N.S. | - - - | - - - | 1 5 0 | - - - |
| Lytchet Minster - - - N.S. 7 | *43 0 0 | 1839 | - - - | 22 4 0 |
| " - - - " | 3 12 0 | 1846 | - - - | - - - |
| Maiden Newton and Frome Vauchurch - - N.S. 7 | 66 0 0 | 1842 | 7 5 10 | 620 9 5 |
| Marshwood - - - N.S. 2 | 51 0 0 | 1843 | 1 2 9½ | 40 18 2 |
| " - - - " | 6 0 0 | 1845 | - - - | - - - |
| Melplaish - - - N.S. | 105 0 0 | 1850 | - - - | - - - |
| Milton Abbas - - N.S. 1 | - - - | - - - | - - - | 12 0 0 |
| Milton Abbas - - Par. S. 7 | - - - | - - - | 5 6 4½ | 88 6 0 |
| Monkton Wyld - - Ch. of E. 3 | - - - | - - - | 1 8 4½ | 53 10 8 |
| Morecombe Lake - - N.S. | 81 0 0 | 1847 | - - - | - - - |
| Netherbury - - - N.S. 10 | - - - | - - - | - - - | 28 15 0 |
| Okeford (Child) - - N.S. 9 | 80 0 0 | 1847 | 1 10 0 | 8 8 0 |

a Repaid by Mr. Sawtell, November 21, 1855.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Dorsetshire**—*cont.* | | | | |
| Osmington - - - N.S. 9 | *45 0 0 | 1837 | 1 13 4½ | 319 13 4 |
| " - - - - " | 12 10 0 | 1852 | | |
| " - - - - " | 6 11 0 | 1858 | | |
| Parkstone - - - Ch. of E. 7 | - - - | - - - | - - - | 63 15 0 |
| Piddlehinton - - - N.S. 10 | - - - | - - - | - - - | 10 15 0 |
| Piddletrenthide - - - N.S. 7 | - - - | - - - | 1 9 10½ | 272 16 0 |
| Pimperne - - - N.S. 7 | - - - | - - - | 2 10 0 | 239 2 0 |
| Poole - - - N.S. 7 | *150 0 0 | 1835 | 6 6 11½ | 387 9 2 |
| " - - - - " | 46 0 0 | 1857 | | |
| Portland, St. John's - - N.S. 7 | 40 0 0 | 1843 | 8 6 8¾ | 498 15 0 |
| " " - - - " | 468 0 0 | 1858 | | |
| Portland, Grove School - - | *a* - - - | - - - | - - - | 6 1 0 |
| Portland, Prison Officers' School - 6 | - - - | - - - | 7 17 4½ | 470 16 8 |
| " " " " - - | - - - | - - - | *b*6 13 4 | |
| Portland, St. George's Parish School 6 | 468 0 0 | 1858 | 5 5 10½ | 408 18 8 |
| Portland - - - Wes. 6 | 269 0 0 | 1858 | 6 15 11½ | 239 1 0 |
| Powerstock - - - N.S. 10 | - - - | - - - | 1 4 2¾ | 275 13 0 |
| Preston - - - N.S. 7 | - - - | - - - | 1 4 2¾ | 248 9 2 |
| Puddletown - - - Ch. of E. 10 | - - - | - - - | - - - | 69 15 0 |
| Puncknoll - - - N.S. 7 | - - - | - - - | - - - | 51 15 0 |
| Rampisham - - - N.S. 7 | 105 0 0 | 1846 | 0 9 5 | 322 15 8 |
| " " - - - " | 10 10 8 | 1858 | | |
| Shaftesbury - - - B.S. | *100 0 0 | 1840 | | |
| Shaftesbury, St. James, - - N.S. 11 | - - - | - - - | 1 19 3½ | 72 9 0 |
| Shaftesbury, Holy Trinity - N.S. 11 | 103 0 0 | 1843 | 7 19 1 | 1,180 10 10 |
| " " - - - " | 13 10 0 | 1856 | | |
| Sherborne (Horsecastles Lane) N.S. 2 | 1,193 0 6 | 1857 | 18 2 11¼ | 1,445 16 6 |
| " " - - - " | 15 5 0 | 1857 | | |
| " " - - - " | 99 0 0 | 1859 | | |
| Sherborne-Newlands - - N.S. 2 | *c* - - - | - - - | 1 11 4 | 319 4 4 |
| Sherborne Literary Institution, Evening School - - - | - - - | - - - | 3 3 7 | |
| Sherborne (Long Street), Boys - B.S. 10 | - - - | - - - | 8 1 9½ | 321 12 0 |
| Shillingstone - - Ch. of E. 7 | - - - | - - - | 2 0 0½ | 83 14 0 |
| Stalbridge - - - N.S. 11 | - - - | - - - | 8 14 2½ | 743 19 0 |
| Stinsford and Bockhampton - N.S. 9 | 85 0 0 | 1849 | 1 2 0½ | 65 2 4 |
| Stourpaine - - - N.S. | 50 0 0 | 1841 | 1 10 0 | |
| Stower, East - - N.S. 11 | - - - | - - - | 3 0 8 | 163 15 0 |
| Stower Provost and Todbere - N.S. 12 | 125 0 0 | 1850 | 2 8 7½ | 133 8 4 |
| " " " " - " | 16 6 8 | 1855 | | |
| Strickland - - - - Par. 7 | - - - | - - - | 4 9 7½ | 5 6 8 |
| Sturminster Marshall - - N.S. 7 | - - - | - - - | 2 1 10½ | 124 10 0 |
| Sturminster, Newton - - N.S. | 500 0 0 | 1855 | | |
| Sutton-Waldron - - - N.S. 11 | - - - | - - - | 2 9 10½ | 366 18 6 |
| Swanage - - - - N.S. 7 | 16 4 6 | 1858 | 7 15 7½ | 400 6 6 |
| Tollard Royal - - Ch. of E. | - - - | - - - | 2 16 4½ | 128 10 0 |
| Verwood - - - - N.S. 7 | 105 0 0 | 1847 | - - - | 405 10 0 |
| " - - - - " | 2 13 6 | 1853 | | |
| Walditch - - - Ch. of E. | 196 0 0 | 1861 | 0 18 4¾ | |
| Wareham - - - - N.S. 7 | - - - | - - - | 13 10 11½ | 1,739 11 4 |
| " - - - - " | - - - | - - - | *b*13 10 0 | |
| Wareham - - - - B.S. 5 | 450 0 0 | 1850 | 7 8 5½ | 334 8 0 |
| Wareham and Purbeck - P.U. 11 | - - - | - - - | - - - | 21 5 0 |
| Weymouth - - - - B.S. 6 | - - - | - - - | 2 14 7½ | 324 9 8 |
| Weymouth, Holy Trinity - N.S. 7 | 330 0 0 | 1854 | 12 4 11¼ | 1,179 12 4 |
| " " Melcombe Regis, St. Mary's - Ch. of E. 7 | 185 0 0 | 1858 | | |
| " " - - - " | 80 0 0 | 1854 | 43 13 9 | 1,903 9 2 |
| Whitchurch Canonicorum - - N.S. 1 | 190 0 0 | 1858 | | |
| " " - - - " | 100 0 0 | 1841 | - - - | 294 8 8 |
| Wimborne Minster " - - N.S. 7 | 31 12 6 | 1849 | | |
| Winterbourne Whitchurch N.S. 9 | 200 0 0 | 1843 | 21 1 4½ | 1,797 2 6 |
| Wool - - - - N.S. | *30 0 0 | 1835 | 2 7 4¾ | 10 19 0 |
| Wyke Regis - - - N.S. 7 | - - - | - - - | 1 18 8 | |
| | - - - | - - - | 4 6 7½ | 361 7 0 |

*a* United with Portland Prison Officers' school.
*b* Scientific apparatus.
*c* Now amalgamated with Sherborne (Horsecastle's Lane) N.S.

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|---|---|---|---|---|
| **Durham.** | £ s. d. | | £ s. d. | £ s. d. |
| Auckland, Bishop, St. Ann's N.S. 5 | 260 0 0 | 1856 | 10 10 2½ | 647 15 0 |
| Auckland, Bishop (Bishop Barrington's School) - - 5 | - - - | - - - | 12 11 1¼ | 488 9 2 |
| Auckland, Bishop (Edward Walton's School) - - - 5 | - - - | - - - | 4 7 6½ | 117 17 0 |
| Auckland, Bishop, St. Helen's - B.S. 6 | - - - | - - - | 5 0 0½ | 170 14 0 |
| Auckland, Bishop - - Wes. 5 | 583 0 0 | 1859 | 6 5 0½ | 148 15 0 |
| Auckland, West - - N.S. | 110 0 0 | 1852 | | |
| Barlow, (Winlaton) - Ch. of E. 5 | - - - | - - - | - - - | 16 16 0 |
| Barnard Castle - - N.S. 3 | 90 0 0 | 1840 | 18 15 4½ | 2,082 15 0 |
| " " " - - | 50 0 0 | 1849 | | |
| " " " - - | 25 0 0 | 1854 | | |
| Barnard Castle, Victoria, Infts. B.S. 5 | *100 0 0 | 1838 | 2 17 8 | 248 6 0 |
| Barnard Castle - - - Wes. 5 | - - - | - - - | 9 17 2½ | 580 3 8 |
| Barnard Castle, St. Mary's - R.C. 5 | - - - | - - - | - - - | 12 18 4 |
| Belmont - - - Ch.of E. 3 | 24 0 0 | 1853 | 10 1 5 | 373 11 0 |
| " - - - " 6 | 25 0 0 | 1858 | | |
| Billingham - - Ch.of E. 4 | 103 0 0 | 1853 | 2 0 0 | 27 0 0 |
| Birtley - - - Ch. of E. 5 | 604 0 0 | 1860 | 5 8 4 | 27 8 0 |
| Birtley - - - - R.C. | - - - | - - - | 3 16 7½ | |
| Bishopton - - - N.S. 5 | - - - | - - - | 2 6 3½ | 30 9 0 |
| Boldon, Boys - - - N.S. 6 | 131 6 0 | 1860 | 2 15 5 | 91 12 4 |
| " " - - - | 7 10 0 | 1861 | | |
| Boltsburn - - Ch. of E. 6 | - - - | - - - | - - - | 30 17 0 |
| Boltsburn, Boys - - " 6 | - - - | - - - | - - - | 6 18 4 |
| Brandon, Girls - - - N.S. 6 | 480 0 0 | 1860 | 2 8 2½ | 18 2 0 |
| Brooms, St. Cuthbert's - - R.C. | - - - | - - - | 4 19 10 | |
| Byers Green - - - N.S. 4 | 50 0 0 | 1841 | 3 2 6 | 655 6 8 |
| " " - - - " | 329 0 0 | 1855 | *a*10 0 0 | |
| Byers Green Infant School - - | 160 0 0 | 1860 | | |
| Castle Eden, Boys - - N.S. 4 | - - - | - - - | - - - | 3 0 0 |
| Castle Eden Colliery - - N.S. 4 | 165 0 0 | 1844 | 3 3 6 | 192 5 8 |
| " - - - " | 50 0 0 | 1847 | | |
| Castle Eden (Mrs. Burdon's) - N.S. 4 | - - - | - - - | - - - | 179 0 0 |
| Castleside - - Ch.S. | - - - | - - - | 2 6 8½ | |
| Chester-le-Street - - N.S. 3 | 120 0 0 | 1842 | 16 19 3¼ | 740 17 8 |
| " " - - " | 73 10 0 | 1856 | | |
| " " - - " | 160 0 0 | 1860 | | |
| Collierley - - - N.S. 4 | 75 0 0 | 1846 | 5 15 9¼ | 279 16 0 |
| " - - - " | 22 0 0 | 1855 | | |
| Coniscliffe - - - N.S. | 14 8 3 | 1860 | | |
| Coopen-Bewley - - - N.S. | 149 0 0 | 1858 | | |
| Coundon - - - - N.S. 5 | 100 0 0 | 1842 | 6 18 7 | 345 16 0 |
| " - - - " | 33 0 0 | 1857 | | |
| Crook (Pease's West) - B.S. 6 | - - - | - - - | 20 9 2½ | 632 15 4 |
| Darlington - - - Wes. 5 | 1,388 0 0 | 1858 | 24 16 4¼ | 763 4 8 |
| Darlington Bank Top Railway - B.S. 5 | 540 0 0 | 1860 | 4 2 7 | 52 13 2 |
| Darlington, Blackboy Colliery Ch. S. 5 | - - - | - - - | 14 17 0½ | 812 2 0 |
| Darlington (Bridge Street) - B.S. 6 | 100 0 0 | 1841 | 17 2 3 | 1,363 13 4 |
| " - - - " | 40 0 0 | 1854 | | |
| Darlington (Feetham's) - - B.S. 5 | - - - | - - - | 1 16 10 | 153 0 0 |
| Darlington, Holy Trinity - N.S. 3 | 230 0 0 | 1846 | 34 2 6 | 1,810 11 8 |
| " " " - " | 132 10 0 | 1851 | | |
| " " " " - " | 20 0 0 | 1854 | | |
| " " " - " | 4 4 0 | 1855 | | |
| " " " " - " | 15 0 0 | 1857 | | |
| " " " - " | 24 12 0 | 1859 | | |
| Darlington (Kendrew Street) B.S. 5 | - - - | - - - | 13 17 7¾ | 610 12 8 |
| Darlington, St. Augustine's R.C. 5 | - - - | - - - | 5 12 9 | 500 17 2 |
| Darlington, St. Cuthbert's - N.S. 7 | 60 0 0 | 1859 | 7 15 0 | 313 15 0 |
| " " - " | 26 0 0 | 1860 | | |
| Darlington, St. John's - - N.S. 4 | 903 15 0 | 1860 | - - - | 113 15 8 |
| Darlington (Skinnergate Street) B.S. 6 | - - - | - - - | 10 19 11 | 1,079 4 8 |
| Deptford, St. Andrew's - - N.S. 6 | 160 0 0 | 1843 | 5 18 5¼ | 669 12 2 |
| " " - - " | 30 0 0 | 1849 | | |
| " " - - " | 17 13 4 | 1857 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| DURHAM—*cont.* | | | | |
| Durham - - - - Wes. 7 | - - - | - - - | 7 14 4½ | 266 8 0 |
| Durham, Blue Coat - - N.S. 3 | - - - | - - - | 22 19 9½ | 2,141 18 9 |
| Durham, Male Practising School - 5 | 835 15 0 | 1858 | 8 6 9½ | 132 11 4 |
| Durham, Female Practising School 5 | 345 0 0 | 1858 | - - - | 67 10 0 |
| Durham, St. Cuthbert's - R.C. 5 | - - - | - - - | 8 12 9½ | 995 1 8 |
| Durham, St. Margaret's - - Par. 2 | 644 0 0 | 1860 | 5 0 0 | 2 8 4 |
| Durham, St. Oswald's - - N.S. 3 | 220 0 0 | 1845 | 8 18 5½ | 1,277 8 4 |
| " " - - " | 185 15 0 | 1853 | | |
| " " - - " | 25 0 0 | 1854 | | |
| Eaglescliffe - - - N.S. 4 | *40 0 0 | 1839 | 8 5 5 | 65 12 6 |
| " - - - " | 52 0 0 | 1851 | | |
| " - - - " | 9 10 0 | 1855 | | |
| Easington, Charity - - Par. 4 | - - - | - - - | - - - | 124 19 0 |
| Easington Lane, Colliery School - 7 | - - - | - - - | 5 6 8 | 159 11 4 |
| Eastgate, Barrington School - 6 | - - - | - - - | - - - | 35 2 8 |
| Eastgate, Girls - - - S. 6 | - - - | - - - | - - - | 5 8 4 |
| Egglestone - - - N.S. 5 | - - - | - - - | 3 6 8 | 101 7 10 |
| Eighton Banks - - - N.S. 4 | - - - | - - - | 3 2 0½ | 57 15 6 |
| Escomb - - - Ch. of E. 6 | 288 18 0 | 1860 | 5 0 0½ | 84 19 4 |
| Escomb and Witton Park Iron Works - - - - N.S. 7 | 90 0 0 | 1849 | 11 9 8¾ | 476 13 10 |
| " " - - " | 118 10 0 | 1858 | | |
| Etherley - - - - N.S. 6 | *40 0 0 | 1834 | 4 3 4½ | 54 4 0 |
| - - - - " | 197 0 0 | 1861 | | |
| Etherley, Infants - Ch. of E. 6 | - - - | - - - | - - - | 4 11 8 |
| Ferry Hill - - - N.S. | 98 0 0 | 1843 | | |
| Framwellgate Moor - - N.S. | 50 0 0 | 1840 | 1 13 9 | |
| Friar's Goose - - - B.S. 5 | - - - | - - - | 2 10 0 | 99 7 0 |
| Frosterley - - - - Wes. 7 | - - - | - - - | 2 10 0½ | 17 7 0 |
| Gainford - - - - N.S. 5 | 92 0 0 | 1858 | 1 18 11½ | 150 17 10 |
| Gateshead - - - N.S. | 252 0 0 | 1842 | | |
| Gateshead - - - Wes. 7 | - - - | - - - | 3 11 8 | 140 0 0 |
| Gateshead, Sunday and Infants - N.S. | *140 0 0 | 1837 | | |
| Gateshead, Our Lady and St. Wilfred's - - - R.C. | - - - | - - - | 2 13 4 | |
| Greatham - - - N.S. | *30 0 0 | 1836 | | |
| " - - - " | 30 0 0 | 1847 | | |
| Greenside - - Ch. of E. 6 | - - - | - - - | - - - | 148 16 2 |
| Grindon - - - Ch. of E. 4 | - - - | - - - | 2 17 1½ | 63 14 6 |
| Hartlepool, Holy Trinity, District Ragged School - - - | | | 7 5 2½ | |
| Hartlepool, St. Bega's - - R.C. 8 | - - - | - - - | 5 19 11 | 39 13 4 |
| Hartlepool, St. Hilda's - - R.C. 5 | - - - | - - - | 6 6 2 | 612 14 10 |
| Hartlepool (West) - - N.S. 5 | 1,500 0 0 | 1859 | 15 11 8¾ | 178 16 5 |
| Harwood-in-Teesdale - - N.S. 6 | - - - | - - - | - - - | 66 4 0 |
| Haughton-le-Skerne - - N.S. 4 | 94 0 0 | 1859 | - - - | 127 17 0 |
| Hendon, New Town, Mixed Sch. - 7 | - - - | - - - | - - - | 22 14 0 |
| Hendon, St. Paul's - - N.S. 7 | 671 0 0 | 1856 | 23 1 10½ | 887 12 4 |
| Hetton-le-Hole - - - N.S. 4 | *110 0 0 | 1840 | - - - | 199 1 0 |
| Heworth, near Gateshead - N.S. | *58 0 0 | 1837 | | |
| Heworth, St. Alban's, Windy Nook - - - - N.S. | *85 0 0 | 1838 | | |
| " " - - " | 60 0 0 | 1843 | | |
| Holmside - - - N.S. | 42 0 0 | 1847 | | |
| " - - - " | 30 0 0 | 1849 | | |
| Holy Island - - N.S. | 44 0 0 | 1841 | | |
| Houghton-le-Spring - Wes. 6 | 115 8 4 | 1852 | 10 4 2 | 132 7 0 |
| Houghton-le-Spring, St. Michael's - - - N.S. 3 | - - - | - - - | 19 2 5½ | 1,597 16 0 |
| Houghton-le-Spring, St. Michael's - - - R.C. 8 | - - - | - - - | 7 13 9½ | 253 16 0 |
| Hunwick - - - - N.S. 4 | 72 0 0 | 1856 | 3 8 2 | 266 18 8 |
| " - - - " | 32 4 0 | 1855 | | |
| " - - - " | 75 8 9 | 1860 | | |
| Hurworth-on-Tees - - N.S. 4 | 70 0 0 | 1861 | - - - | 3 15 0 |
| Hurworth-on-Tees - - Wes. 5 | - - - | - - - | 5 14 2¾ | 315 6 8 |
| Hylton, North - - - N.S. | 37 10 0 | 1852 | | |
| Hylton, South - - - N.S. | *110 0 0 | 1837 | | |
| Jarrow Bede - - - N.S. 6 | - - - | - - - | - - - | 9 15 0 |
| Lamesley - - - - N.S. 4 | - - - | - - - | 7 3 9½ | 824 10 2 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Durham—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Langleydale - - - N.S. 4 | 162 0 0 | 1858 | - - - | 60 5 0 |
| Ludworth - - - N.S. 6 | 120 0 0 | 1849 | 2 11 7½ | 16 8 0 |
| Lumley - - - N.S. 3 | 61 3 4 | 1858 | 8 16 2½ | 461 3 4 |
| Lynesack, St. John's - - N.S. | 152 10 0 | 1853 | | |
| Lynesack and Softley - - B.S. | *50 0 0 | 1840 | | |
| Middleton-in-Teesdale - N.S. 5 | *45 0 0 | 1841 | - - - | 108 13 8 |
| Middleton-in-West-Hartlepool N.S. 6 | 50 0 0 | 1841 | 1 0 4¾ | 61 13 8 |
| " " " | 8 0 0 | 1860 | | |
| Muggleswick - - Ch. of E. | 100 0 0 | 1861 | | |
| Newbottle, St. Matthew's - N.S. 3 | - - - | - - - | 10 3 6 | 817 0 4 |
| Newfield - - - N.S. | 100 0 0 | 1841 | | |
| " - - - " | 38 6 8 | 1856 | | |
| Pelton - - - N.S. 3 | 40 0 0 | 1848 | 2 18 3¼ | 32 10 0 |
| " - - - " | 126 0 0 | 1851 | | |
| Rainton (West) - - Ch. S. 5 | - - - | - - - | 1 18 3¾ | 5 0 0 |
| Roddymoor (Crook), Infants B.S. | - - - | - - - | 1 9 2 | |
| Ryhope, Village - Ch. of E. 5 | - - - | - - - | - - - | 5 0 0 |
| Sacriston - - - N.S. | 60 0 0 | 1845 | 2 13 7 | |
| Seaham Harbour - - N.S. 6 | *40 0 0 | 1837 | 28 14 2 | 886 10 5 |
| " " - - " | 273 0 0 | 1849 | | |
| " " - - " | 80 0 0 | 1856 | | |
| Seaton Carew - - - N.S. 4 | 115 0 0 | 1844 | 5 0 3 | 556 4 0 |
| " - - - " | 13 5 0 | 1854 | | |
| Seaton Colliery School - - 6 | - - - | - - - | 4 11 8 | 183 9 2 |
| Sedgefield - - Ch. of E. 5 | - - - | - - - | - - - | 26 1 8 |
| Sherburn - - - N.S. 4 | - - - | - - - | - - - | 162 9 0 |
| Sherburn Hill - - - N.S. 4 | 45 0 0 | 1845 | 2 17 7¾ | 169 13 4 |
| " " - - " | 20 0 0 | 1850 | | |
| " " - - " | 15 15 0 | 1855 | | |
| " " - - " | 40 0 0 | 1858 | | |
| Shields, South, Holy Trinity - N.S. 6 | *200 0 0 | 1837 | 13 13 11 | 1,243 8 8 |
| Shields, South (Jarrow Chemical Works) - - - B.S. 5 | - - - | - - - | 22 12 1½ | 1,777 0 2 |
| Shields, South, Old Charity, or St. Hilda's - - - N.S. 6 | - - - | - - - | - - - | 303 9 8 |
| Shields, South (Union) - - B.S. 6 | *225 0 0 | 1835 | 27 11 4½ | 1,959 2 4 |
| " " - - " | 280 0 0 | 1858 | | |
| Shields, South, St. Bede's - R.C. 2 | - - - | - - - | - - - | 44 11 8 |
| Shields, South, St. John's, (Saville Street) - - - Sess. 5 | 400 0 0 | 1848 | 4 10 10½ | 1,097 6 10 |
| " " - - " | - - - | - - - | *a*18 4 8 | |
| Shields, South, St. Stephen's - N.S. 6 | 568 5 0 | 1853 | 13 14 5½ | 1,129 18 4 |
| Shildon - - - N.S. | *55 0 0 | 1837 | 1 1 3½ | |
| " - - - " | 70 0 0 | 1841 | - - - | |
| " - - - " | 45 0 0 | 1847 | | |
| Shildon, New - - - B.S. 6 | 206 12 3 | 1857 | 8 6 8 | 356 9 4 |
| Shincliffe - - - N.S. 3 | 82 0 0 | 1840 | 6 8 7½ | 436 4 0 |
| Shincliffe, Village School - - | 86 12 6 | 1861 | | |
| South Church - - - B.S. 6 | - - - | - - - | 3 15 3 | 109 0 4 |
| South Church - - - N.S. 5 | 200 0 0 | 1843 | 4 0 0½ | 849 9 6 |
| " - - - " | 87 4 0 | 1854 | | |
| " - - - " | 36 9 0 | 1858 | | |
| Southwick - - - N.S. 6 | *150 0 0 | 1837 | 4 15 3½ | 199 9 8 |
| " - - - " | 9 13 4 | 1853 | | |
| Spennymoor - - - N.S. 4 | 100 0 0 | 1840 | 7 11 9½ | 111 19 8 |
| " - - - " | 13 4 0 | 1854 | | |
| " - - - " | 65 0 0 | 1861 | | |
| Staindrop - - - N.S. 4 | 79 11 6 | 1855 | 5 3 4½ | 293 16 0 |
| Stainton (Barnard Castle) - N.S. 3 | - - - | - - - | - - - | 209 1 4 |
| Stainton, Great - - N.S. 3 | 54 0 0 | 1848 | 1 0 0 | 34 5 6 |
| " - - - " | 9 6 8 | 1855 | | |
| Stanhope, St. John's Chapel Ch. of E. 6 | - - - | - - - | - - - | 10 8 4 |
| Stella, St. Cuthbert's, or Blaydon N.S. 3 | 452 0 0 | 1854 | 15 15 3 | 1,305 8 10 |
| " " " | 112 3 0 | 1856 | - - - | |
| Stella - - - R.C. 8 | 279 0 0 | 1856 | 7 12 8 | 462 8 1 |
| Stockton-on-Tees - - B.S. 6 | 100 0 0 | 1841 | 9 18 3 | 899 2 4 |
| Stockton-on-Tees, Holy Trinity, Boys - - - N.S. 3 | 350 0 0 | 1850 | 18 10 8 | 285 2 0 |
| " " " " " | 90 0 0 | 1855 | *a*6 13 4 | |
| " " " " " | 24 0 0 | 1857 | - - - | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Durham—*cont.*** | | | | |
| Stockton-on-Tees (Industrial) - N.S. 3 | - - - | - - - | - - - | 997 16 8 |
| Stockton-on-Tees, St. Thomas', Central - - - - N.S. 4 | 300 0 0 | 1847 | 11 15 2½ | 643 6 6 |
| " " " - B.S. | 3 0 0 | 1857 | | |
| Sunderland " - " - | 30 0 0 | 1840 | | |
| Sunderland, The Gray School - - 6 | *90 0 0 | 1836 | 36 0 3½ | 2,063 17 8 |
| " " - - | 1,150 0 0 | 1857 | | |
| Sunderland, St. Mary's - - R.C. 5 | - - - | - - - | 21 12 8½ | 1,540 6 2 |
| Sunderland, Nicholson Street - Wes. 6 | - - - | - - - | 11 17 5½ | 347 8 4 |
| Sunderland, Trimdon Street - Wes. 6 | - - - | - - - | 5 3 0½ | 277 14 8 |
| Sunderland, Whitburn Street - Wes. 6 | - - - | - - - | 8 13 2½ | 327 3 6 |
| Sunnyside (Crook) - - B.S. 5 | - - - | - - - | 2 3 4 | 8 8 0 |
| Tanfield - - - N.S. 4 | 100 0 0 | 1844 | 3 6 8½ | 406 17 8 |
| " - - - | 20 7 0 | 1859 | | |
| Thornley - - - N.S. 6 | 75 0 0 | 1845 | 2 6 8½ | 124 1 0 |
| Thornley Colliery - - N.S. 7 | - - - | - - - | 1 8 2 | 5 0 0 |
| Thornley, St. Godric's - - R.C. 8 | - - - | - - - | 2 0 0 | 18 15 0 |
| Tow Law - - - - N.S. 6 | 400 0 0 | 1849 | 10 14 0½ | 676 11 7 |
| " - - - | 7 4 0 | 1851 | | |
| Tow Law - - - - Wes. 5 | 335 0 0 | 1859 | 3 15 0½ | 77 19 0 |
| Tudhoe Iron Works - - Wes. 6 | 445 16 0 | 1861 | 8 6 8½ | 2 8 4 |
| Washington - - - Par. 6 | 357 0 0 | 1858 | 2 13 4 | 169 3 0 |
| Washington, Chemical Works Sch. - 6 | - - - | - - - | - - - | 185 18 2 |
| Wearmouth, Bishop - Ch. of E. 6 | 777 6 8 | 1854 | - - - | 611 3 9 |
| Wearmouth, Bishop, Infants - N.S. 6 | 150 0 0 | 1847 | 10 0 0 | 430 12 11 |
| Wearmouth, Bishop, Rectory Park - - - N.S. 3 | - - - | - - - | 8 2 1½ | 58 6 8 |
| Wearmouth, Colliery School - - 6 | 712 10 0 | 1861 | 26 17 5½ | 348 15 6 |
| Wearmouth, Monk - - N.S. 6 | 180 0 0 | 1848 | 15 13 5 | 660 5 10 |
| " " - - | 20 13 4 | 1858 | | |
| Whitburn - - - N.S. 6 | 25 0 0 | 1857 | 3 10 8 | 81 6 11 |
| " - - - | 371 2 0 | 1857 | | |
| Whorlton - - - N.S. 4 | - - - | - - - | 1 10 0½ | 121 6 0 |
| Willington - - - N.S. 5 | 52 0 0 | 1855 | 4 13 8½ | 310 14 4 |
| Winlaton - - Ch. of E. 3 | - - - | - - - | - - - | 207 18 4 |
| Winston - - - Ch. of E. 4 | - - - | - - - | - - - | 105 1 0 |
| Witton Gilbert - - - N.S. | 35 0 0 | 1845 | 1 10 0½ | |
| Wolsingham - - - N.S. 6 | 200 0 0 | 1845 | 11 14 2½ | 353 17 3 |
| " - - - | 50 0 0 | 1845 | | |
| Wolsingham - - - Wes. 7 | - - - | - - - | - - - | 45 14 0 |
| Wolviston - - - N.S. | *49 0 0 | 1838 | | |
| Wreckenton - - - N.S. 6 | 65 0 0 | 1842 | 8 8 4½ | 254 3 7 |
| " - - - " | 34 16 8 | 1855 | | |
| " - - - " | 132 10 0 | 1858 | | |
| **Essex.** | | | | |
| Abridge - - - - N.S. | 52 0 0 | 1845 | - - - | |
| Aldham - - - - N.S. 3 | 30 0 0 | 1844 | - - - | 2 15 0 |
| Arkesden - - - - N.S. | 50 0 0 | 1845 | | |
| Ashdon - - - - N.S. 4 | 5 0 0 | 1849 | 4 17 4½ | 582 15 2 |
| Aveley - - - - N.S. 6 | 80 0 0 | 1845 | 10 2 10½ | 216 16 0 |
| " - - - | 42 0 0 | 1853 | | |
| Baddow, Great - - - N.S. 5 | *75 0 0 | 1839 | 2 8 11½ | 319 15 0 |
| Baddow, Little - - N.S. 5 | - - - | - - - | - - - | 17 17 0 |
| Bardfield, Great - - N.S. 3 | - - - | - - - | 5 0 11½ | 872 10 8 |
| Barkingside - - - N.S. | 72 0 0 | 1842 | | |
| " - - - | 28 0 0 | 1843 | | |
| Belchamp, Walter - - N.S. | *35 0 0 | 1839 | | |
| Benfleet, South - - N.S. | 120 0 0 | 1845 | | |
| Bentley, Great - - N.S. | 145 0 0 | 1849 | | |
| Bentley, Little - - N.S. | 60 0 0 | 1843 | | |
| Borden - - - - N.S. 3 | 142 0 0 | 1858 | - - - | 11 13 4 |
| Billericay - - - N.S. 5 | 70 0 0 | 1840 | 9 18 6½ | 571 12 1 |
| " - - - " | 17 0 0 | 1847 | | |
| " - - - " | 13 6 8 | 1855 | | |
| " - - - " | 13 18 9 | 1856 | | |

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|---|---|---|---|---|
| **Essex—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Birch - - - N.S. 3 | - - - | - - - | 9 15 10½ | 252 13 8 |
| Birchanger - - - N.S. 4 | - - - | - - - | - - - | 19 0 0 |
| Birdbrook - - - N.S. 3 | 60 0 0 | 1849 | - - - | 184 12 6 |
| Bocking - - - - N.S. | *87 0 0 | 1836 | | |
| " - - - - " | 36 0 0 | 1860 | | |
| Bocking - - - - B.S. 12 | - - - | - - - | - - - | 306 14 4 |
| Boreham - - - N.S. | 120 0 0 | 1848 | | |
| Bower's Gifford - - - N.S. | 70 0 0 | 1847 | | |
| " " - - - " | 55 0 0 | 1859 | | |
| " " - - - " | 17 13 4 | 1859 | | |
| Boxted - - - N.S. | *55 0 0 | 1837 | | |
| Braintree, Public - - B.S. 5 | - - - | - - - | 10 19 11¾ | 581 8 8 |
| Brentwood, Girls - - N.S. | *50 0 0 | 1836 | | |
| " Boys - - - " | *60 0 0 | 1837 | | |
| Brightlingsea - - - N.S. | 88 0 0 | 1842 | | |
| Brightlingsea - - - Wes. | 438 0 0 | 1861 | | |
| Broomfield - - - B.S. 3 | 82 13 4 | 1859 | 2 17 11½ | 220 8 0 |
| Bumpstead, Helions - - N.S. 3 | 132 5 0 | 1854 | 1 9 0½ | 8 0 0 |
| Bumpstead, Steeple - - N.S. 3 | 132 0 0 | 1849 | 1 13 7½ | 476 12 11 |
| " " - - - " | 5 7 0 | 1853 | | |
| " " - - - " | 15 7 6 | 1854 | | |
| " " - - - " | 115 0 0 | 1855 | | |
| Chadwell, St. Mary's - - N.S. 6 | 94 0 0 | 1856 | 1 13 4¼ | 27 12 2 |
| Chelmsford - - - B.S. | *300 0 0 | 1841 | | |
| Chelmsford, Victoria - - N.S. 5 | *350 0 0 | 1841 | 4 15 2¼ | 2,018 9 2 |
| Chesterford, Great - - N.S. 4 | 200 0 0 | 1849 | 9 14 10 | 1,046 8 4 |
| " - - - " | 67 0 0 | 1857 | | |
| Chigwell Row - - - B.S. | 80 0 0 | 1841 | | |
| Chigwell Row - - - N.S. | *55 0 0 | 1839 | | |
| " " - - - " | 70 0 0 | 1853 | | |
| Chignall, St. James' and Mashbury - - - N.S. | 75 0 0 | 1850 | - - - | 9 3 4 |
| Childerditch - - - N.S. | 45 0 0 | 1845 | | |
| Clacton, Great - - - N.S. | 180 0 0 | 1861 | | |
| Clavering - - - - N.S. | 65 0 0 | 1845 | 2 2 10¾ | |
| Clavering - - - - B.S. 5 | 90 0 0 | 1840 | 3 2 9¼ | 524 11 2 |
| " - - - - " | 26 13 6 | 1854 | | |
| Coggeshall - - - B.S. | 118 0 0 | 1842 | | |
| Coggeshall - - - N.S. 5 | *200 0 0 | 1839 | 1 18 3¾ | 144 5 8 |
| " - - - - " | 125 0 0 | 1847 | | |
| " - - - - " | 59 19 10 | 1859 | | |
| Colchester, Blue School Ch. of E. 4 | - - - | - - - | 19 8 10½ | 1,132 14 9 |
| Colchester, Saint Peter's (North Hill) - - N.S. 4 | *75 0 0 | 1836 | 2 6 8½ | 63 16 1 |
| " " " - - " | 22 17 4 | 1853 | | |
| Colchester, St. Magdalen's - N.S. | - - - | - - - | 11 12 0½ | 588 3 2 |
| Colne-Engaine - - - N.S. | 60 0 0 | 1847 | | |
| Colnes United - - - B.S. 5 | - - - | - - - | - - - | 60 5 0 |
| Copford - - - - N.S. | 54 0 0 | 1853 | 1 6 7½ | |
| " - - - - " | 18 13 4 | 1857 | | |
| Dagenham - - - N.S. | *60 0 0 | 1836 | | |
| Danbury - - - N.S. 5 | - - - | - - - | - - - | 13 16 8 |
| Dedham, Girls - - - N.S. 4 | - - - | - - - | 1 9 3½ | 120 12 4 |
| Dedham Heath - - Ch. of E. | 102 0 0 | 1858 | 1 15 2¼ | |
| Dengie - - - - N.S. 6 | 28 0 0 | 1846 | - - - | 22 1 8 |
| " - - - - " | 56 7 6 | 1854 | | |
| Dunmow - - - - B.S. 5 | 150 0 0 | 1844 | 3 10 6½ | 862 18 7 |
| Dunmow, Great - - Ch. of E. 3 | 39 0 0 | 1858 | 3 11 7½ | 296 15 8 |
| Easter, Good - - - N.S. | 26 0 0 | 1846 | | |
| Easter, High - - - N.S. 5 | 100 0 0 | 1851 | 4 12 6½ | 91 18 0 |
| Elsenham - - - - N.S. 3 | - - - | - - - | - - - | 8 6 8 |
| Epping - - - - B.S. 1 | 132 0 0 | 1847 | 2 2 6¾ | 49 3 0 |
| Epping and Coopersale, Girls Ch. of E. 6 | - - - | - - - | - - - | 130 7 0 |
| Epping and Theydon Garnon, otherwise Coopersale - N.S. 6 | *42 0 0 | 1836 | 5 3 7½ | 226 1 2 |
| " " - - " | 1,390 0 0 | 1861 | | |
| Essex, Diocesan Board - - - | - - - | - - - | 39 3 8¾ | |
| Farnham - - - Ch. of E. 3 | - - - | - - - | - - - | 148 6 0 |
| Feering - - - - N.S. 5 | 110 0 0 | 1846 | - - - | 22 10 0 |

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| | Amount. | Date of Payment. | | |
| Essex—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Finchinfield - - - N.S. 3 | 369 0 0 | 1855 | 2 13 10 | 318 15 6 |
| Forest Gate - - - N.S. 7 | 114 18 4 | 1854 | - - - | 210 1 0 |
| " - - - " | 107 10 0 | 1861 | | |
| Foxearth - - - Par. 5 | - - - | - - - | - - - | 16 13 4 |
| Galleywood - - - N.S. 5 | - - - | - - - | - - - | 12 3 8 |
| Grays - - - N.S. 7 | - - - | - - - | - - - | 32 8 4 |
| Greenstead, East - - N.S. 4 | - - - | - - - | 2 8 8 | 131 5 2 |
| Hadleigh - - Ch. of E. 6 | 171 0 0 | 1856 | 3 19 5½ | 173 19 8 |
| Hainault Forest - - N.S. 6 | 102 0 0 | 1849 | - - - | 46 10 0 |
| Hallingbury, Little - - N.S. 3 | 30 10 0 | 1841 | 1 4 10½ | 32 8 4 |
| Halstead - - - B.S. 5 | 266 0 0 | 1848 | 17 9 0 | 1,401 9 8 |
| " - - - " | 79 0 0 | 1856 | | |
| Halstead, St. Andrew's - - N.S. 6 | 302 5 0 | 1851 | 13 1 1½ | 837 6 0 |
| " " - - " | 16 0 0 | 1857 | | |
| " " - - " | 23 0 0 | 1860 | | |
| Halstead, Trinity - - N.S. 5 | 120 0 0 | 1845 | 10 5 10½ | 827 5 4 |
| " " - - " | 18 6 0 | 1854 | | |
| " " - - " | 6 0 0 | 1855 | | |
| " " - - " | 21 4 0 | 1856 | | |
| " " - - " | 3 10 0 | 1857 | | |
| " " - - " | 6 5 0 | 1859 | | |
| " " - - " | 18 2 0 | 1861 | | |
| Halstead Trinity, Junior Ch. of E. 5 | 130 0 0 | 1859 | - - - | 74 11 8 |
| Ham, West, Model - - N.S. 6 | 39 10 0 | 1851 | 14 6 10½ | 1,817 12 6 |
| " " " - - " | 130 0 0 | 1855 | | |
| Ham, West, and Stratford, Boys B.S. 7 | *125 0 0 | 1837 | 5 3 1 | 815 18 6 |
| " " " " | 37 6 8 | 1857 | | |
| Ham, West, and Stratford, Girls and Infants - - - B.S. 7 | 240 0 0 | 1851 | 2 4 10½ | 1,175 5 4 |
| " " " " | 25 0 0 | 1855 | | |
| Hanningfleet, (West) " - - N.S. 6 | - - - | - - - | 3 8 4½ | 16 13 4 |
| Harlow, Potter Street - - N.S. | *25 0 0 | 1836 | | |
| Harwich - - - N.S. 7 | - - - | - - - | - - - | 18 15 0 |
| Hatfield Heath - - B.S. 4 | - - - | - - - | 2 19 0¾ | 194 1 0 |
| Hatfield, Broad Oak - - Ch. S. 3 | - - - | - - - | 2 4 0 | 90 11 0 |
| Havering-atte-Bower - - N.S. | *32 0 0 | 1837 | | |
| Hawkwell - - - N.S. | 45 10 0 | 1848 | | |
| Hedingham, Sible - - N.S. | 180 0 0 | 1841 | | |
| Hempstead - - Ch. of E. 3 | 100 0 0 | 1853 | 1 0 1½ | 158 18 4 |
| Henny, Great and Little - N.S. 5 | 106 0 0 | 1857 | - - - | 7 15 0 |
| Heydon - - - N.S. | 75 0 0 | 1847 | 1 14 0½ | |
| High Beech - - - N.S. 5 | 36 0 0 | 1840 | - - - | 40 4 2 |
| " - - - " | 16 0 0 | 1848 | | |
| Highwood - - - N.S. 5 | 113 0 0 | 1852 | - - - | 54 3 4 |
| Hockley - - - N.S. | 60 0 0 | 1841 | 1 2 3 | |
| Hornchurch - - - N.S. | 412 4 0 | 1856 | | |
| Horndon, East - - N.S. 6 | *52 0 0 | 1840 | - - - | 80 8 4 |
| Horndon-on-the-Hill - - N.S. | 100 0 0 | 1847 | | |
| Hudson Town - - - N.S. 6 | - - - | - - - | 6 11 8½ | 380 2 8 |
| Ilford, Great - - - N.S. | - - - | - - - | 2 1 5½ | |
| Ingatestone - - - Par. | 251 0 0 | 1861 | | |
| Kelvedon - - - N.S. 5 | *61 0 0 | 1838 | 1 13 9¾ | 166 1 10 |
| Kelvedon - - - B.S. 4 | - - - | - - - | 1 12 8½ | 12 18 0 |
| Kelvedon-Hatch - - - N.S. 1 | - - - | - - - | - - - | 12 18 0 |
| Langham, Parish School - - | 50 0 0 | 1850 | 2 4 2 | |
| " " " - - | 11 17 6 | 1858 | | |
| Langham - - - B.S. 11 | - - - | - - - | - - - | 4 12 0 |
| Langley - - - Ch. of E. | 175 19 0 | 1857 | | |
| Latchingdon - - - N.S. | - - - | - - - | 2 13 4 | |
| Layer-de-la-Hay - - - N.S. | *50 0 0 | 1837 | | |
| Leigh - - - N.S. 7 | 500 0 0 | 1858 | 2 17 3 | 731 13 6 |
| Leighs, Great - - - N.S. | 141 0 0 | 1851 | | |
| Lexden - - - N.S. 5 | - - - | - - - | 4 15 2 | 597 15 6 |
| Lindsell - - - N.S. | 29 0 0 | 1842 | | |
| Littlebury, Endowed - - N.S. 3 | - - - | - - - | 6 2 1½ | 551 14 7 |
| Loughton - - - N.S. 7 | 14 0 0 | 1859 | 3 10 4½ | 111 6 2 |
| Maldon - - - N.S. 6 | 611 0 0 | 1849 | 2 1 5½ | 91 3 0 |
| Manningtree - - - Wes. 5 | 228 0 0 | 1857 | 9 4 11½ | 309 11 8 |
| Mersea, East - - - N.S. | 156 0 0 | 1860 | | |
| Mersea, West - - - N.S. | - - - | - - - | 1 4 2¾ | |

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| | Amount. | Date of Payment. | | |
| **Essex—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Mistley Norman - - - N.S. 4 | - - - | - - - | 3 2 1¾ | 265 13 4 |
| Navestock - - - - N.S. 5 | - - - | - - - | - - - | 41 4 0 |
| Newport - - - - N.S. | 100 0 0 | 1850 | | |
| Norton (Cold) - - - N.S. | 20 0 0 | 1842 | | |
| Oakley - - - - - N.S. | *30 0 0 | 1839 | 2 0 8½ | |
| " - - - - - | 33 0 0 | 1853 | | |
| Orsett - - - - - N.S. 6 | 171 0 0 | 1849 | 3 0 11¾ | 209 13 5 |
| " - - - - - | 6 7 6 | 1860 | | |
| Osyth, St. - - - - N.S. 3 | 177 15 0 | 1854 | 4 12 10½ | 12 12 0 |
| Parndon, Great - - - N.S. 5 | *25 0 0 | 1835 | 2 1 8½ | 5 0 0 |
| Pattiswick - - - - N.S. | *45 0 0 | 1837 | | |
| Plaistow - - - - - N.S. 6 | *62 0 0 | 1837 | 6 6 8 | 728 19 4 |
| " - - - - - | 20 0 0 | 1851 | | |
| " - - - - - | 9 13 4 | 1852 | | |
| " - - - - - | 45 0 0 | 1855 | | |
| Plaistow Hall's Ville (late Victoria Dock) - - N.S. 6 | - - - | - - - | - - - | 269 15 0 |
| Radwinter - - - - N.S. | 360 15 0 | 1855 | | |
| Rickling - - - - - N.S. 10 | 30 0 0 | 1846 | 4 11 4 | 24 0 0 |
| " - - - - - | 21 11 2 | 1858 | | |
| Romford, Endowed - - N.S. 6 | *150 0 0 | 1835 | 14 10 5½ | 1,092 7 10 |
| " " - - - - | 48 5 6 | 1852 | | |
| " " - - - - | 105 6 8 | 1853 | | |
| Romford, Infants - - - N.S. 6 | 85 0 0 | 1844 | - - - | 238 10 4 |
| " - - - - - | 170 11 8 | 1857 | | |
| Romford, Noak Hill - - N.S. | 96 0 0 | 1848 | 1 1 4 | |
| Roxwell, Boys' School - - - 5 | - - - | - - - | - - - | 25 18 8 |
| Saling, Great - - - N.S. | 42 0 0 | 1842 | | |
| Sandon - - - - N.S. 6 | - - - | - - - | - - - | 17 10 0 |
| Silvertown - - - - N.S. 7 | - - - | - - - | 2 18 4½ | 55 5 6 |
| Southchurch - - - N.S. | 170 0 0 | 1857 | 4 15 10½ | |
| Southend - - - - N.S. 7 | - - - | - - - | - - - | 43 15 0 |
| Southminster - - - N.S. | - - - | - - - | 2 13 4 | |
| Springfield - - - - N.S. 5 | 35 0 0 | 1846 | - - - | 1,310 7 6 |
| " - - - - - | 7 2 0 | 1850 | | |
| " - - - - - | 8 5 0 | 1854 | | |
| " - - - - - | 14 10 0 | 1855 | | |
| Stambourne - - - - N.S. | 216 0 0 | 1861 | | |
| Stanford Rivers - - Ch. of E. 5 | 117 15 0 | 1851 | 4 0 5 | 306 16 4 |
| " " - - - - | 9 5 0 | 1857 | | |
| Stanstead - - - - B.S. | *30 0 0 | 1835 | | |
| Stanstead, Mountfitchett - N.S. 3 | 75 5 0 | 1860 | 4 1 0½ | 165 4 4 |
| " " - - - - | 65 0 0 | 1861 | | |
| Stanway - - - - N.S. 4 | - - - | - - - | 3 10 9 | 139 8 0 |
| Stock and Buttsbury - - N.S. | *90 0 0 | 1839 | | |
| Stratford, Ch. Ch. District - N.S. 6 | 230 0 0 | 1850 | 5 0 0 | 987 2 0 |
| " " - - - - | 24 10 0 | 1858 | | |
| Stratford, Eastern Counties Railway Mech. Inst. Sch. - - - 1 | - - - | - - - | - - - | 225 12 4 |
| Stratford, St. John's - - N.S. 6 | *250 0 0 | 1837 | 7 0 0½ | 567 9 10 |
| " " - - - - | 78 6 8 | 1857 | | |
| Tendring - - - - N.S. | 60 0 0 | 1843 | | |
| Theydon Bois - - - N.S. | 32 0 0 | 1841 | 1 0 1 | |
| " " - - - - | 100 0 0 | 1860 | | |
| Tilbury - - - - N.S. 4 | 120 0 0 | 1857 | 2 0 0 | 5 0 0 |
| Tillingham - - - - N.S. 5 | 283 10 0 | 1861 | 4 3 4½ | 9 13 4 |
| Toppesfield - - - - N.S. 5 | 426 0 0 | 1857 | 3 10 0 | 9 13 2 |
| Upminster - - - - N.S. 7 | 75 0 0 | 1851 | - - - | 13 18 0 |
| Wakering, Great - - - N.S. | 50 0 0 | 1844 | | |
| Walden, Saffron - - - N.S. 3 | 200 0 0 | 1846 | 34 2 10 | 1,575 12 8 |
| " " - - - - | 12 16 9 | 1850 | | |
| " " - - - - | 3 3 0 | 1855 | | |
| " " - - - - | 6 2 6 | 1855 | | |
| Walden, Saffron, - - - B.S. 5 | 62 0 0 | 1855 | 18 10 6½ | 1,742 18 4 |
| Waltham, Great - - - N.S. 5 | 240 0 0 | 1847 | 4 3 4 | 259 9 8 |
| " " - - - - | 28 1 6 | 1854 | | |
| " " - - - - | 11 2 6 | 1858 | | |
| Waltham Abbey - - - N.S. 6 | - - - | - - - | 7 10 0½ | 437 7 4 |
| Waltham Abbey - - - B.S. | 60 0 0 | 1842 | | |
| " " - - - - | 50 0 0 | 1845 | | |

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | £ s. d. | | £ s. d. |
| **Essex—*cont.*** | | | | |
| Walthamstow, Chapel End, St. John's - - - - N.S. 6 | *50 0 0 | 1835 | 2 14 8½ | 24 11 8 |
| Walthamstow, St. Mary's - N.S. 6 | - - - | - - - | 1 0 7½ | 1,310 17 8 |
| Wanstead - - - - N.S. 6 | - - - | - - - | - - - | 27 15 0 |
| Warley, Great (Lower) - - N.S. | 40 0 0 | 1843 | 1 0 4 | |
| Warley, Great, Ch. Ch. - - N.S. 5 | 23 3 10 | 1857 | 3 18 0½ | 195 0 7 |
| " " - - " | 100 0 0 | 1860 | | |
| Wendon-Lofts and Elmdon - N.S. 3 | 75 0 0 | 1844 | 2 6 8½ | 10 16 8 |
| Wethersfield - - - - N.S. 4 | 130 0 0 | 1844 | 7 18 0 | 266 15 2 |
| " " - - - | 15 8 0 | 1857 | | |
| Wicken Bonant - - - N.S. | *a20 0 0 | 1839 | | |
| Willingale Doe - - - N.S. | *39 0 0 | 1839 | 2 1 4 | |
| Witham - - - - N.S. 6 | 228 10 0 | 1842 | 11 0 11½ | 1,523 14 4 |
| " - - - - " | 27 17 4 | 1853 | | |
| Witham - - - - B.S. | *150 0 0 | 1837 | | |
| Wivenhoe - - - N.S. 4 | 276 0 0 | 1849 | 14 6 2½ | 1,077 15 2 |
| " - - - " | 16 10 0 | 1853 | | |
| " - - - " | 7 15 0 | 1856 | | |
| Wix - - - - N.S. | 65 0 0 | 1844 | | |
| Wix - - - - Wes. | - - - | - - - | 1 13 4 | |
| Woodford - - - N.S. 6 | 114 0 0 | 1860 | 2 12 6½ | 313 14 4 |
| Woodford - - - B.S. 11 | - - - | - - - | 3 9 2½ | 244 7 0 |
| Woodford Bridge, Infants - N.S. 4 | - - - | - - - | - - - | 6 9 0 |
| Woodford Bridge, St. Paul's Ch. of E. 6 | 404 0 0 | 1860 | 3 6 0½ | 66 12 0 |
| Woodham Ferrers - - N.S. | 106 0 0 | 1848 | | |
| Yeldham, Great - - - N.S. 4 | - - - | - - - | - - - | 21 11 0 |
| Yeldham, Little - - - N.S. | 133 0 0 | 1857 | 1 14 10 | |
| **Gloucestershire.** | | | | |
| Almondsbury - - - - N.S. 4 | *80 0 0 | 1834 | 8 1 2½ | 656 6 10 |
| " - - - - " | 66 0 0 | 1848 | | |
| " - - - - " | 25 3 10 | 1855 | | |
| Almondsbury, Patchway Infant School - - - - - | 227 0 0 | 1859 | | |
| Alstone, Ch. Ch. Infants - - - 5 | - - - | - - - | - - - | 382 1 4 |
| Alvestone - - - - N.S. 2 | *40 0 0 | 1837 | 3 16 8 | 94 0 10 |
| Arlingham, Endowed - - N.S. | 91 17 6 | 1853 | | |
| Arlingham, Infants - Ch. of E. | 100 0 0 | 1859 | | |
| Arlington - - - - B.S. | - - - | - - - | 2 1 8½ | 65 0 0 |
| Ashchurch - - - N.S. 4 | 62 10 0 | 1842 | - - - | |
| Ashelworth - - - N.S. | 42 0 0 | 1842 | | |
| Avening - - - N.S. 2 | 160 0 0 | 1843 | 7 2 10 | 662 7 2 |
| Awre and Blakeney - - N.S. | 115 0 0 | 1856 | | |
| Badgworth - - - N.S. 10 | 20 0 0 | 1842 | 2 0 7½ | 14 17 0 |
| " - - - - " | 143 6 6 | 1859 | | |
| Berry Hill, Ch. Ch. - - N.S. 7 | 97 10 0 | 1854 | 4 5 4 | 60 0 0 |
| " - - - - " | 35 0 0 | 1856 | | |
| " - - - - " | 125 0 0 | 1857 | | |
| " - - - - " | 7 13 4 | 1858 | | |
| Bibury - - - - N.S. 4 | - - - | - - - | 2 16 0½ | 159 4 4 |
| Bicknor, English - - - N.S. 8 | *34 0 0 | 1834 | - - - | 58 14 8 |
| " - - - - " | *45 0 0 | 1839 | | |
| Bisley, Boys " - - N.S. 6 | - - - | - - - | - - - | 15 5 0 |
| Bitton - - - - N.S. | - - - | - - - | 4 0 4½ | |
| Blaisdon - - - N.S. | 69 0 0 | 1848 | | |
| Bourton-on-the-Hill - - N.S. 4 | - - - | - - - | - - - | 236 18 0 |
| Bourton-on-the-Water - - N.S. | 152 0 0 | 1851 | | |
| Breem - - - - N.S. 7 | 28 0 0 | 1856 | 3 3 9 | 157 6 4 |
| Briavells, St. - - - Par. 6 | - - - | - - - | 2 1 8½ | 45 15 4 |
| Brimpsfield - - - N.S. | 37 0 0 | 1842 | | |
| Brimscombe - - - N.S. 4 | - - - | - - - | 1 16 10½ | 284 19 8 |
| Bristol, Back Fields - - Wes. 3 | 1,526 0 0 | 1858 | 26 7 6½ | 573 1 8 |
| Bristol (Brandon Hill), St. George's - - - - N.S. 4 | - - - | - - - | 19 19 6½ | 959 10 0 |
| Bristol, Counterslip - - B.S. 3 | - - - | - - - | 5 4 10½ | 142 10 6 |
| Bristol, Deighton Street - - B.S. 5 | - - - | - - - | - - - | 594 4 10 |
| Bristol, Diocesan Trade School - - 4 | - - - | - - - | 38 12 7½ | 32 5 10 |
| " " " - - - | - - - | - - - | £103 6 8 | |

*a* This school is pulled down, and 8*l*., part of the proceeds of sale, repaid to the Lords of Her Majesty's Treasury.

*b* Scientific apparatus.

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|---|---|---|---|---|---|
| | | Amount. | Date of Payment. | | |
| GLOUCESTERSHIRE—*cont.* | | £ s. d. | | £ s. d. | £ s. d. |
| Bristol, Bread Street, St. Philip's, Ragged School | | - - - | - - - | 4 11 0 | 12 10 0 |
| Bristol, Hannah More's | N.S. 4 | 120 0 0 | 1846 | 36 14 4 | 4,047 5 4 |
| " " " | " | 60 10 0 | 1847 | | |
| " " " | " | 28 0 0 | 1849 | | |
| " " " | " | 14 10 0 | 1851 | | |
| " " " | " | 13 6 8 | 1851 | | |
| " " " | " | 9 15 0 | 1856 | | |
| Bristol Incorporation, Poor Sch. | 6 | - - - | - - - | - - - | 127 10 0 |
| Bristol Industrial Training and Reformatory Sch. (Hillgrove Street) | | - - - | - - - | - - - | 170 10 0 |
| Bristol, Lewin's Mead, | B.S. 3 | 350 0 0 | 1857 | 30 8 1½ | 2,864 4 0 |
| Bristol, Maudlin Lane, Moravian S. | 3 | - - - | - - - | - - - | 6 12 0 |
| Bristol, Meadow Street, Infants | B.S. 3 | - - - | - - - | 1 15 10½ | 292 9 0 |
| Bristol, Montpelier, St. Andrew's | N.S. 4 | 150 0 0 | 1849 | 1 11 3¼ | 92 10 0 |
| " " " | " | 8 6 8 | 1859 | | |
| Bristol, Pennywell Lane Industrial Ragged School | 4 | - - - | - - - | 2 16 8 | 1,147 16 6 |
| Bristol, Red Cross Street. | B.S. 3 | 75 0 0 | 1850 | 58 8 9½ | 3,814 12 6 |
| " " " | " | 80 0 0 | 1853 | | |
| " " " | " | 45 0 0 | 1854 | | |
| " " " | " | 55 0 0 | 1856 | | |
| " " " | " | 25 16 8 | 1859 | | |
| Bristol, Red Lodge Reformatory (Park Row) | | - - - | - - - | 0 14 0 | 78 6 8 |
| Bristol, Park Row Industrial Sch. | 1 | - - - | - - - | - - - | 241 4 7 |
| Bristol, St. Augustine's | N.S. 4 | 308 0 0 | 1850 | 5 3 11¼ | 674 19 4 |
| " " " | | 13 5 4 | 1856 | | |
| Bristol, St. Clements | Ch. of E. 2 | 529 4 0 | 1861 | - - - | 2 10 0 |
| Bristol, St. George's Ragged Sch. | | - - - | - - - | 2 1 2 | |
| Bristol, St. James', Infants | Ch. of E. 2 | - - - | - - - | 3 5 9 | 411 11 0 |
| Bristol, St. James', Church Steps (late St. Michael's) Ragged School | | - - - | - - - | 1 1 4 | |
| Bristol St. James', Back Ragged School | 3 | - - - | - - - | 1 9 2 | 568 3 8 |
| Bristol, St. James' and St. Paul's Benevolent Society's School | 4 | 200 0 0 | 1853 | 9 8 1¾ | 1,264 1 8 |
| Bristol, St. John the Baptist's | Par. 3 | 300 0 0 | 1859 | 3 6 8 | 150 16 8 |
| Bristol, St. Joseph's | R.C. | - - - | - - - | 8 16 0½ | 327 0 0 |
| Bristol, St. Jude's | N.S. 4 | 199 0 0 | 1846 | - - - | 20 6 0 |
| " " " | " | 153 0 0 | 1852 | | |
| " " " | " | 596 4 0 | 1859 | | |
| Bristol, St. Mary's on the Quay | R.C. 5 | - - - | - - - | 3 6 8 | 460 11 10 |
| Bristol, St. Matthias' on the Weir | N.S. 4 | 723 0 0 | 1856 | 10 13 4¼ | 368 11 6 |
| Bristol, St. Michael's | N.S. 3 | 40 0 0 | 1860 | 15 19 2¾ | 1,534 10 4 |
| Bristol, St. Nicholas' Tolentine | R.C. 5 | - - - | - - - | 8 7 9¾ | 643 8 8 |
| Bristol, St. Nicholas' and St. Leonard's | N.S. 2 | 1,150 0 0 | 1858 | 9 10 7 | 219 1 10 |
| Bristol, St. Paul's | Par. 4 | - - - | - - - | 12 8 5¾ | 1,501 6 8 |
| Bristol, St. Peter's | N.S. 4 | 184 0 0 | 1855 | 7 4 1¼ | 401 2 0 |
| Bristol, St. Simon's | N.S. | 90 0 0 | 1845 | | |
| Bristol, Trinity, St. Philip's Ragged School | | - - - | - - - | 1 1 5 | |
| Broadwell, St. Paul's | Ch. S. | *75 0 0 | 1851 | 1 9 4 | |
| " " | " | 10 11 6 | 1858 | | |
| Brockworth | N.S. | *30 0 0 | 1837 | | |
| Bussage | N.S. 4 | 53 0 0 | 1850 | 1 13 4¼ | 153 11 6 |
| Cainscross | N.S. 4 | *55 0 0 | 1838 | 7 14 1¾ | 1,193 1 2 |
| " " " | " | 60 0 0 | 1844 | | |
| " " " | " | 263 8 0 | 1855 | | |
| Cam, Upper, Boys | N.S. | *192 0 0 | 1837 | 2 5 8¾ | |
| Campden, Chipping, Boys | N.S. 6 | *56 0 0 | 1839 | - - - | 218 0 10 |
| " " " | " | 21 8 0 | 1861 | | |
| Cerney, North | N.S. 3 | 80 0 0 | 1844 | 5 12 4 | 581 2 2 |
| " " " | " | 56 4 0 | 1850 | | |
| " " " | " | 19 5 7 | 1855 | | |
| Cerney, South | N.S. | - - - | - - - | 1 8 4¼ | |

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| | Amount. | Date of Payment. | | |
| **Gloucestershire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Chalford - - - N.S. 1 | 100 0 0 | 1843 | 15 16 3¼ | 1,149 6 0 |
| " - - - " | 41 18 8 | 1848 | | |
| " - - - " | 55 0 0 | 1849 | | |
| " - - - " | 17 14 0 | 1849 | | |
| " - - - " | 34 2 6 | 1852 | | |
| Charlton King's, Boys - Ch.of E. 4 | *60 0 0 | 1837 | 3 5 9½ | 329 7 8 |
| " " " - " | 15 10 8 | 1856 | | |
| Charlton King's, Girls - Ch.of E. 4 | - - - | - - - | 4 11 8½ | 484 7 4 |
| Cheltenham - - - B.S. 4 | *125 0 0 | 1838 | 33 14 2½ | 2,136 0 6 |
| " - - - " | 23 6 8 | 1853 | | |
| " - - - " | 10 10 0 | 1855 | | |
| " - - - " | 1,375 0 0 | 1859 | | |
| Cheltenham, Baker Street - B.S. 4 | - - - | - - - | - - - | 79 6 0 |
| Cheltenham, Bethesda - Wes. 4 | 76 10 0 | 1851 | 10 2 11½ | 637 7 0 |
| " " " | 6 10 0 | 1854 | | |
| Cheltenham, Boys' Model Ch. of E. 5 | - - - | - - - | - - - | 370 12 5 |
| Cheltenham, Ch.Ch. - - N.S. 5 | - - - | - - - | 18 7 6½ | 1,441 6 3 |
| Cheltenham, Highbury, - B.S. 4 | 1,250 0 0 | 1857 | 10 9 10 | 712 18 6 |
| Cheltenham, Holy Trinity, Boys and Girls - - N.S. 5 | - - - | - - - | 18 10 0½ | 2,268 14 10 |
| Cheltenham, Holy Trinity, Infants (Fairview Place) - N.S. 5 | - - - | - - - | 7 11 2¾ | 938 1 8 |
| Cheltenham, Naunton, Infants (Exmouth Street, Bath Road) N.S. | - - - | - - - | 2 3 11¼ | 50 15 0 |
| Cheltenham, Old Charity - N.S. 5 | 180 0 0 | 1850 | 14 19 7½ | 1,106 10 0 |
| Cheltenham, Ragged industrial Sch. 5 | - - - | - - - | - - - | 129 9 6 |
| Cheltenham, St. Gregory the Great R.C. 7 | 336 1 0 | 1857 | 5 0 0½ | 311 13 0 |
| Cheltenham, St. James - N.S. | - - - | - - - | 6 15 11¾ | 312 3 4 |
| Cheltenham, St. John's - N.S. 5 | 83 0 0 | 1842 | 3 19 2 | 1,111 4 10 |
| " " " - " | 12 0 0 | 1847 | | |
| Cheltenham, St. Luke's, (Bath Road) Boys and Girls - N.S. 5 | - - - | - - - | 5 16 6½ | 1,416 6 6 |
| Cheltenham, St. Mary's - Par. 5 | 1,122 0 0 | 1857 | 17 6 0¼ | 1,059 13 8 |
| " " " | 150 0 0 | 1859 | | |
| Cheltenham, St. Paul's - N.S. | 42 0 0 | 1850 | 6 18 2½ | |
| " " " | 64 0 0 | 1860 | | |
| Cheltenham, St. Paul's, Boys' and Girls' Practising School - 5 | 700 0 0 | 1854 | 16 15 11½ | 2,270 0 0 |
| " " " - " | - - - | - - - | *a*17 6 8 | |
| Cheltenham, St. Paul's, Infts. (Brunswick Street.) - N.S. 5 | 250 0 0 | 1850 | - - - | 402 18 4 |
| Chipping - - - N.S. | *110 0 0 | 1838 | | |
| Churcham and Bulley - - N.S. 6 | 358 0 0 | 1856 | - - - | 165 16 2 |
| Cinderford, St. John's - - N.S. | - - - | - - - | 3 10 10¾ | 57 2 4 |
| Cirencester - - - B.S. 11 | - - - | - - - | 2 7 3 | 43 18 0 |
| Cirencester, Endowed - Ch. of E. 4 | - - - | - - - | 6 10 4 | 700 10 0 |
| Clearwell - - - N.S. 7 | 243 5 0 | 1858 | 2 10 8 | 61 15 0 |
| Cleeve, Bishop's - - N.S. 11 | 135 0 0 | 1846 | 2 15 7¾ | 34 18 8 |
| Clifton - - - - N.S. 3 | *400 0 0 | 1835 | 28 19 8¼ | 1,941 14 2 |
| " - - - - " | 74 0 0 | 1848 | | |
| " - - - - " | 24 12 0 | 1850 | | |
| " - - - - " | 5 0 0 | 1854 | | |
| " - - - - " | 23 5 0 | 1857 | | |
| Clifton - - - - B.S. 3 | *150 0 0 | 1836 | 2 5 10 | 396 8 0 |
| Clifton - - - - P.U. 6 | - - - | - - - | - - - | 468 13 4 |
| Clifton (Berkeley Place), Infts. N.S. | 189 15 0 | 1851 | | |
| Clifton, Ch. Ch. - - - N.S. 2 | - - - | - - - | - - - | 323 18 8 |
| Clifton, Church of the Apostles R.C. | - - - | - - - | 3 19 10½ | 230 0 8 |
| Coates - - - - N.S. | 51 0 0 | 1840 | | |
| Coberley - - - Ch. of E. 10 | 278 8 6 | 1861 | 2 5 3½ | 15 0 0 |
| Coleford - - - N.S. | *150 0 0 | 1838 | | |
| Coln, St. Aldwyn - - N.S. | 241 0 0 | 1857 | | |
| Coltham Fields - - Ch. of E. 4 | - - - | - - - | 2 5 0 | 51 5 0 |
| Corse - - - - N.S. | 70 0 0 | 1855 | | |
| Cranham - - - N.S. | 35 0 0 | 1846 | | |
| Cromhall, Industrial - - N.S. | - - - | - - - | 1 0 2 | |
| Cromhall, "Middle" School - | - - - | - - - | 5 11 8 | 168 1 0 |
| " " " - | - - - | - - - | *a*6 13 4 | |
| Dean Forest, Church Schoolmasters' Association - - - - | - - - | - - - | 1 17 7½ | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| GLOUCESTERSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Dean Forest, Holy Trinity - N.S. 6 | 50 0 0 | 1848 | 10 6 $8\frac{3}{4}$ | 563 10 10 |
| " " - " | 30 0 0 | 1856 | | |
| Dean Forest, St. Paul's (Park End) N.S. 6 | 105 0 0 | 1846 | 1 19 $8\frac{3}{4}$ | 138 8 4 |
| " " " - " | 50 0 0 | 1855 | | |
| Dean Forest, St. Paul's Oldcroft and Slade, "Middle" - N.S. | 150 0 0 | 1852 | | |
| " " - " | 27 5 0 | 1854 | | |
| Dean Forest, Viney Hill, Blakeney, and Blakeney Woodside, Infts. Ch. of E. | 142 10 0 | 1853 | 1 9 $11\frac{1}{4}$ | |
| Dean, Little - - - N.S. | 180 0 0 | 1848 | | |
| " - - - " | 20 0 0 | 1849 | | |
| Deerhurst - - - N.S. 6 | 255 0 0 | 1856 | 1 10 $10\frac{1}{2}$ | 124 2 0 |
| Dowdeswell - - - Ch. of E. 5 | - - - | - - - | 1 4 $4\frac{1}{2}$ | 97 1 8 |
| Downend - - - N.S. 4 | *150 0 0 | 1841 | 5 16 $8\frac{1}{4}$ | 68 11 8 |
| Dumbleton, Day School - - 2 | - - - | - - - | 2 13 3 | 42 5 0 |
| Duntisbourne Abbot's - - N.S. | 35 0 0 | 1846 | | |
| Durdham-Down, St. John's - N.S. 4 | 545 0 0 | 1851 | 4 3 $6\frac{3}{4}$ | 642 9 6 |
| Dursley - - - - N.S. 3 | *200 0 0 | 1834 | 9 13 5 | 912 16 10 |
| " - - - - " | 70 0 0 | 1854 | | |
| " - - - - " | 21 15 6 | 1855 | | |
| Eastington Parish School - - 1 | 495 0 0 | 1859 | 6 12 6 | 162 8 0 |
| Eastington - - - Wes. 11 | - - - | - - - | 4 3 $4\frac{1}{2}$ | 122 11 8 |
| " - - - " | - - - | - - - | *a* 8 6 8 | |
| Easton, Lower, St. Mark's - N.S. | 39 9 0 | 1858 | | |
| Ebley - - - - B.S. | 150 0 0 | 1840 | | |
| " - - - - " | 150 0 0 | 1845 | | |
| " - - - - " | 167 0 0 | 1846 | | |
| Fairford, Endowed - - N.S. 3 | 86 10 0 | 1849 | 4 13 4 | 1,026 19 0 |
| Forthampton - - - N.S. 9 | - - - | - - - | 1 1 6 | 272 4 0 |
| Framilode - - - - N.S. 6 | 126 15 9 | 1858 | 8 18 0 | 168 0 8 |
| " - - - - " | 32 0 0 | 1861 | | |
| Framilode - - - - B.S. 11 | - - - | - - - | 2 10 0 | 343 18 0 |
| Frampton Cotterell - - B.S. 4 | 139 0 0 | 1846 | 4 1 $7\frac{3}{4}$ | 327 7 0 |
| " " - - " | 50 0 0 | 1855 | | |
| Frampton Cotterell - - N.S. 3 | 80 0 0 | 1843 | 7 15 $1\frac{1}{4}$ | 397 17 10 |
| " " - - " | 40 0 0 | 1855 | | |
| " " - - " | 260 0 0 | 1857 | | |
| Frampton-on-Severn - - N.S. 10 | 70 0 0 | 1843 | 1 5 $2\frac{1}{2}$ | 55 0 0 |
| " " - - " | 10 0 0 | 1860 | | |
| Fretherne - - - - N.S. | *33 0 0 | 1838 | | |
| George's, St., Mixed - - N.S. 3 | 287 0 0 | 1858 | 7 12 9 | 212 7 0 |
| George's St., Infants - - N.S. | 130 0 0 | 1856 | 1 16 $10\frac{3}{4}$ | |
| Gloucester - - - - N.S. 2 | - - - | - - - | 9 13 $7\frac{3}{4}$ | 917 10 6 |
| Gloucester - - - - B.S. 4 | 250 0 0 | 1841 | 26 1 $3\frac{3}{4}$ | 1,057 13 4 |
| " - - - - " | 124 13 9 | 1857 | | |
| " - - - - " | 8 10 0 | 1858 | | |
| " - - - - " | 132 6 1 | 1859 | | |
| Gloucester, Bristol, and Oxford Practising School - - - 1 | - - - | - - - | - - - | 643 15 9 |
| Gloucester, Ch. Ch. - - - N.S. 4 | - - - | - - - | 4 2 $11\frac{1}{2}$ | 337 0 0 |
| Gloucester Industrial Ragged Sch. - | 70 0 0 | 1853 | 1 17 2 | 491 11 7 |
| Gloucester, St. Catherine's - N.S. | *100 0 0 | 1836 | | |
| Gloucester, St. James' - - N.S. 2 | 565 0 0 | 1844 | 12 19 $7\frac{1}{4}$ | 2,274 15 6 |
| Gloucester, St. John's - - N.S. | 115 0 0 | 1848 | 1 0 8 | |
| " " - - " | 10 5 0 | 1853 | | |
| Gloucester, St. Mark's (Kingsholme) - - - - N.S. 4 | 100 0 0 | 1842 | 2 1 $4\frac{1}{2}$ | 412 5 0 |
| " " - - " | 9 0 0 | 1858 | | |
| Gloucester, St. Michael's - N.S. 2 | 230 0 0 | 1848 | 5 15 $9\frac{1}{2}$ | 624 6 0 |
| Gloucester, St. Nicholas - - N.S. 4 | - - - | - - - | 2 15 $9\frac{1}{2}$ | 221 18 4 |
| Hanham - - - - N.S. 3 | *100 0 0 | 1840 | 14 6 $0\frac{1}{2}$ | 902 9 6 |
| " - - - - " | 25 0 0 | 1847 | | |
| " - - - - " | 25 3 0 | 1852 | | |
| " - - - - " | 17 10 0 | 1855 | | |
| " - - - - " | 136 0 0 | 1860 | | |
| Hanham - - - - Wes. 3 | - - - | - - - | 6 5 0 | 103 6 4 |
| Hardwick, Reformatory - - - | - - - | - - - | - - - | 303 11 6 |
| Hatherley Down - - - N.S. 6 | - - - | - - - | - - - | 205 15 0 |
| Hawkesbury - - - N.S. 4 | 175 0 0 | 1847 | 5 6 6 | 457 0 6 |
| " - - - - " | 4 11 4 | 1853 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| GLOUCESTERSHIRE—*cont.* | | | | |
| Hawthorne - - Ch. of E. | - - - | - - - | 1 2 2 | |
| Highnam - - - N.S. 4 | - - - | - - - | - - - | |
| Horfield - - - N.S. | *41 0 0 | 1839 | - - - | 180 6 4 |
| Horfield, Edmond's Trust, Boys Ch. S. 4 | 178 0 0 | 1860 | 2 17 3½ | 6 12 0 |
| Horsley - - - Ch. of E. 4 | 30 0 0 | 1856 | 1 13 4 | 149 0 8 |
| Horton - - - Ch. of E. 4 | 270 0 0 | 1860 | 1 13 4 | 14 1 0 |
| Hucclecote - - - N.S. 4 | - - - | - - - | - - - | 61 7 6 |
| Huntley - - - Ch. of E. | - - - | - - - | - - - | 48 16 4 |
| Kemerton - - - N.S. 4 | 60 0 0 | 1846 | 10 4 0 | 244 1 0 |
| Kemerton, St. Benet's - - R.C. 6 | 52 10 0 | 1852 | - - - | 25 18 4 |
| Kingsdown, St. Matthew's - N.S. 4 | 401 5 0 | 1850 | 10 16 8½ | 880 14 4 |
| Kings Stanley - - - N.S. 7 | - - - | - - - | 1 17 2 | 36 3 0 |
| Kings Stanley - - - B.S. | - - - | - - - | - - - | 6 13 0 |
| Kingswood Hill - - Wes. 3 | - - - | - - - | 28 0 1½ | 1,096 3 10 |
| Kingswood Reformatory - - - | - - - | - - - | - - - | 489 5 0 |
| Lechlade - - - N.S. | *60 0 0 | 1836 | - - - | |
| Leckhampton - - - N.S. 5 | 54 0 0 | 1841 | 1 12 0 | 69 3 0 |
| " - - - " | 25 0 0 | 1856 | | |
| " - - - " | 137 10 0 | 1860 | | |
| Leckhampton, St. Philips - N.S. 5 | - - - | - - - | 1 6 4½ | 65 8 8 |
| Leigh - - - N.S. | - - - | - - - | - - - | 2 10 0 |
| Lydbrook - - Ch. of E. 7 | 77 4 0 | 1859 | 1 16 9½ | 187 5 0 |
| Maisemore - - - N.S. 2 | 168 0 0 | 1859 | 1 7 8 | 5 5 0 |
| Marston Sicca - - - N.S. | 113 0 0 | 1850 | 1 6 8 | |
| Micheldean, Free - - N.S. 4 | - - - | - - - | 2 1 6½ | 137 1 0 |
| Minchinhampton - - B.S. 4 | - - - | - - - | 1 16 8 | 63 17 6 |
| Minchinhampton - - Par. 1 | - - - | - - - | - - - | 570 6 8 |
| Minsterworth - - - N.S. 7 | - - - | - - - | 1 17 6 | 148 0 0 |
| Miserden - - - N.S. | 35 0 0 | 1842 | - - - | 3 0 0 |
| Moreton-in-the-Marsh - Ch. of E. 4 | - - - | - - - | - - - | 297 13 0 |
| Moreton-in-the-Marsh - - B.S. 6 | - - - | - - - | 7 8 6 | 404 5 10 |
| Nailsworth - - - N.S. | 250 0 0 | 1841 | | |
| Nailsworth - - - B.S. | *100 0 0 | 1838 | | |
| Newent - - - N.S. 4 | 354 0 0 | 1848 | 7 3 6½ | 361 8 0 |
| " - - - " | 14 0 0 | 1856 | | |
| Newland - - - N.S. 4 | 77 17 0 | 1860 | 2 1 8½ | 35 1 0 |
| Newnham - - - N.S. 10 | *50 0 0 | 1835 | 1 6 10½ | 96 5 8 |
| Oakridge - - - Parl. 10 | - - - | - - - | - - - | 21 11 0 |
| Oddington - - - N.S. 6 | 50 0 0 | 1845 | 4 3 8½ | 306 2 0 |
| " - - - " | 47 0 0 | 1847 | | |
| " - - - " | 15 1 6 | 1850 | | |
| " - - - " | 20 0 0 | 1854 | | |
| Oldbury-on-Severn - - N.S. 3 | 170 8 0 | 1855 | - - - | 143 19 4 |
| Oldland - - - N.S. 3 | *100 0 0 | 1838 | 4 12 0¾ | 493 2 8 |
| " - - - " | 25 0 0 | 1846 | | |
| " - - - " | 46 13 4 | 1850 | | |
| " - - - " | 62 10 0 | 1855 | | |
| Oldland Common - - B.S. 4 | - - - | - - - | 11 15 7½ | 642 16 0 |
| Olveston and Elbarton - N.S. 4 | *75 0 0 | 1837 | 6 0 0½ | 289 8 8 |
| Olveston, Infant - - N.S. | 130 0 0 | 1857 | | |
| Painswick and Ryl United - N.S. 1 | 393 0 0 | 1847 | 14 6 2¼ | 852 8 2 |
| " " - " | 87 10 0 | 1857 | - - - | |
| " " - " | 22 19 11 | 1858 | - - - | |
| Painswick, The Slad, Holy Trinity - - N.S. | *53 0 0 | 1838 | - - - | |
| Pauntley - - - N.S. 6 | - - - | - - - | 3 6 8 | 617 15 8 |
| Prestbury - - - N.S. 5 | *50 0 0 | 1836 | 3 0 2 | 206 13 2 |
| " - - - " | 75 12 0 | 1859 | | |
| Pucklechurch - - - N.S. 3 | 60 0 0 | 1845 | 1 14 11 | 194 9 0 |
| Quedgeley - - - N.S. 4 | - - - | - - - | 0 19 5¼ | 260 13 4 |
| Randwick - - - N.S. 7 | 163 0 0 | 1857 | 1 13 10 | 1 19 0 |
| Redbrook - - Ch. of E. 6 | - - - | - - - | - - - | 4 0 0 |
| Risington, Great - - N.S. | 41 0 0 | 1842 | 1 1 2¼ | |
| Risington, Little - - N.S. | 50 0 0 | 1841 | 1 3 4 | 52 10 0 |
| Rodborough, King's Court - B.S. | *70 0 0 | 1839 | | |
| Sandhurst - - - N.S. | 106 0 0 | 1848 | - - - | 1 15 0 |
| Shipton Moyne - - - N.S. 4 | 60 0 0 | 1845 | 6 4 11¾ | 213 5 6 |
| Shirehampton - - - N.S. 3 | 40 0 0 | 1846 | 3 14 7¼ | 151 4 0 |
| " - - - " | 34 0 0 | 1848 | | |
| " - - - " | 13 8 8 | 1858 | | |

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| | £ s. d. | | £ s. d. | £ s. d. |
| GLOUCESTERSHIRE—*cont.* | | | | |
| Siston - - - N.S. | *75 0 0 | 1838 | | |
| Sodbury, Chipping - N.S. 4 | 125 0 0 | 1853 | 7 9 1 | 334 6 0 |
| Sodbury, Old - - N.S. | *50 0 0 | 1840 | 3 13 2½ | |
| Stanley, St. Leonard's - N.S. 10 | - - - | - - - | 1 7 4½ | 134 5 0 |
| Stanton - - - N.S. 4 | 204 8 0 | 1861 | 0 17 6 | 5 0 0 |
| Stanway - - - Ch. of E. 10 | - - - | - - - | 2 1 8 | 61 4 0 |
| Stapleton (Dr. Bell's) - N.S. 3 | 243 15 0 | 1851 | 12 6 9 | 432 10 9 |
| Stoke Bishop, Girls - N.S. 4 | - - - | - - - | 2 0 0 | 125 13 0 |
| Stoke Orchard - - N.S. | 45 0 0 | 1845 | | |
| Stow-on-the-Wold - N.S. 4 | 60 0 0 | 1845 | 13 0 9 | 516 8 8 |
| " " - - " | 28 0 0 | 1853 | | |
| " " - - " | 127 0 0 | 1856 | | |
| Stratton - - - Ch. of E. 4 | 202 0 0 | 1858 | 4 8 6½ | 243 11 8 |
| Stroud - - - N.S. 10 | *100 0 0 | 1835 | 2 0 0 | 407 18 10 |
| " - - - " | 429 0 0 | 1845 | | |
| " - - - " | 8 0 0 | 1849 | | |
| Stroud - - - B.S. 11 | *150 0 0 | 1840 | 9 1 10 | 627 13 4 |
| " - - - " | 40 0 0 | 1857 | | |
| " - - - " | 3 10 0 | 1858 | | |
| Swell, Lower - - N.S. 4 | - - - | - - - | - - - | 14 11 8 |
| Tetbury - - - N.S. 2 | *145 0 0 | 1837 | 18 17 1 | 1,916 7 5 |
| " - - - " | 182 0 0 | 1851 | *a*12 2 0 | |
| " - - - " | 14 13 4 | 1854 | | |
| Tewkesbury - - N.S. 3 | 240 0 0 | 1843 | 14 8 3½ | 1,008 14 8 |
| " - - - " | 60 0 0 | 1853 | | |
| Tewkesbury - - B.S. 4 | 83 12 10 | 1859 | 4 17 10½ | 412 4 6 |
| Tewkesbury, Trinity, Infants - N.S. 4 | - - - | - - - | - - - | 924 1 8 |
| Thornbury - - N.S. 3 | *130 0 0 | 1837 | 3 1 7½ | 881 7 4 |
| " - - - " | 31 7 0 | 1849 | | |
| " - - - " | 16 15 10 | 1857 | | |
| Tidenham - - - N.S. 6 | *b*60 0 0 | 1842 | 3 16 0½ | 263 9 8 |
| Tirley - - - N.S. | 35 0 0 | 1842 | 0 15 2 | |
| Tormarton - - N.S. 4 | 50 0 0 | 1854 | - - - | 289 2 0 |
| " - - - " | 21 0 0 | 1858 | | |
| Tortworth - - B.S. 4 | - - - | - - - | 9 5 0½ | 583 17 8 |
| Tutshill - - N.S. 6 | - - - | - - - | 3 3 4 | 168 13 4 |
| Twigworth, St. Matthew's - N.S. 10 | 13 0 0 | 1858 | 3 8 4½ | 92 18 8 |
| Twining - - - N.S. 10 | 64 0 0 | 1842 | - - - | 11 18 0 |
| Uley - - - N.S. 4 | 184 0 0 | 1856 | 3 10 0½ | 296 10 4 |
| Upleadon - - - N.S. | - - - | - - - | 1 2 10½ | 7 1 0 |
| Upton, St. Leonard's - N.S. 4 | - - - | - - - | 7 14 4½ | 1,052 14 2 |
| Watermoor, Trinity - N.S. 4 | 577 4 0 | 1856 | - - - | 239 11 8 |
| Westbury-on-Severn - N.S. | 80 0 0 | 1850 | 2 3 4 | |
| Westbury-on-Trym, Girls - N.S. 3 | 8 10 0 | 1853 | 3 19 2 | 353 6 8 |
| " " " - " | 9 0 0 | 1854 | | |
| " " " - " | 12 6 8 | 1855 | | |
| " " " - " | 150 0 0 | 1857 | | |
| Westbury-on-Trym, Infants - N.S. 3 | - - - | - - - | - - - | 381 2 0 |
| Westbury-on-Trym, (Edmund's Endowed School) - N.S. 3 | - - - | - - - | 6 14 9½ | 393 10 8 |
| Westerleigh - - N.S. 4 | 67 0 0 | 1844 | 3 4 0 | 3 15 0 |
| " - - - " | 23 19 2 | 1849 | | |
| " - - - " | 31 13 0 | 1857 | | |
| Weston-sub-Edge - N.S. | - - - | - - - | 1 13 4½ | 1 5 0 |
| Whiteshill - - N.S. 2 | 35 0 0 | 1845 | 4 15 11½ | 144 17 0 |
| " - - - " | 15 15 0 | 1849 | | |
| " - - - " | 467 14 0 | 1860 | | |
| Whitminster, or Wheatenhurst Ch. of E. | 90 0 0 | 1851 | - - - | 3 12 0 |
| Wickwar - - - Ch. of E. 2 | - - - | - - - | - - - | 2 8 4 |
| Winchcombe - - N.S. 10 | - - - | - - - | 2 0 6½ | 187 0 0 |
| Winstone - - - N.S. | *26 0 0 | 1839 | | |
| Winterbourne - - N.S. 3 | - - - | - - - | - - - | 442 3 4 |
| Withington - - N.S. 6 | 273 0 0 | 1857 | 4 0 2 | 142 16 0 |
| Wotton-under-Edge - N.S. 3 | - - - | - - - | - - - | 86 18 4 |
| Wotton-under-Edge - B.S. 4 | 15 0 0 | 1855 | 12 0 4½ | 1,224 17 0 |
| Yate - - - N.S. 3 | 105 0 0 | 1855 | - - - | 31 3 0 |

*a* Scientific apparatus.

*b* Repaid in 1844 by Rev. H. Cook.

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| | Amount. | Date of Payment. | | |
| **Hampshire.** | £ s. d. | | £ s. d. | £ s. d. |
| Abbott's Ann - - - N.S. 9 | - - - | - - - | - - - | 1,040 2 8 |
| Aldershot - - - N.S. 3 | 387 0 0 | 1860 | - - - | 43 1 0 |
| Alresford - - - B.S. 5 | 19 0 0 | 1856 | 1 17 3 | 290 17 4 |
| Alresford, Old - - N.S. 10 | - - - | - - - | 5 10 0 | 650 5 0 |
| Alresford, New - - N.S. 10 | *80 0 0 | 1836 | 10 10 5½ | 532 6 2 |
| Alresford Royal Patriotic Orphan Church School - - | - - - | - - - | 1 17 6½ | |
| Alresford (The Grange) - N.S. 9 | - - - | - - - | 1 6 8 | 190 16 8 |
| Alton - - - - N.S. 9 | 200 0 0 | 1841 | 16 6 0 | 1,586 14 0 |
| " - - - - " | 81 0 0 | 1858 | *a*8 6 8 | |
| " - - - - " | 8 10 4 | 1859 | | |
| Alton, Boys - - - B.S. 5 | - - - | - - - | 16 19 6¾ | 1,073 18 8 |
| Alton (Messrs. Crowley's), Girls Sch. 5 | - - - | - - - | - - - | 825 13 0 |
| Alverstoke - - - N.S. 8 | 174 0 0 | 1843 | 9 6 11 | 1,597 18 0 |
| " - - - - " | 52 10 0 | 1851 | | |
| " - - - - " | 53 2 6 | 1861 | | |
| Alverstoke, New Town, Infants N.S. 8 | 200 0 0 | 1854 | - - - | 177 7 8 |
| " " " - " | 64 12 0 | 1855 | | |
| Andover - - - - N.S. 9 | 910 0 0 | 1860 | 4 8 9½ | 358 4 9 |
| Andover - - - - B.S. 4 | *170 0 0 | 1834 | - - - | 3 15 0 |
| Baddesley, South - Ch. of E. 3 | - - - | - - - | - - - | 93 8 4 |
| Basingstoke - - - B.S. 7 | - - - | - - - | - - - | 3 15 0 |
| Basingstoke - - - P.U. 4 | - - - | - - - | - - - | 10 0 0 |
| Baughurst - - - N.S. | 50 0 0 | 1843 | | |
| " - - - - " | 25 0 0 | 1844 | | |
| Beechwood - - - B.S. 6 | - - - | - - - | 8 15 3 | 606 15 0 |
| Bentley - - - - N.S. 4 | 100 0 0 | 1843 | 6 19 4½ | 983 15 8 |
| Bighton - - - - N.S. 2 | - - - | - - - | 2 5 1¼ | 264 15 0 |
| Binstead - - - - N.S. 3 | 198 17 6 | 1855 | - - - | 4 5 0 |
| Bishopstoke - - - N.S. 9 | 68 0 0 | 1844 | 10 19 5½ | 557 10 8 |
| " - - - - " | 40 0 0 | 1859 | | |
| Bitterne - - - - N.S. 10 | 230 0 0 | 1858 | 9 11 6 | 703 1 0 |
| " - - - - " | 184 0 0 | 1859 | | |
| Bitterne, Girls - - Ch. of E. 10 | - - - | - - - | - - - | 43 15 0 |
| Blendworth - - - N.S. | 8 18 0 | 1857 | | |
| Boldre, East - - - N.S. 10 | 72 0 0 | 1842 | 1 0 7½ | 168 15 0 |
| Botley - - - - N.S. 4 | 262 0 0 | 1856 | 3 18 3½ | 269 6 4 |
| Bournemouth - - - N.S. 9 | - - - | - - - | - - - | 365 8 8 |
| Bourne, St. Mary's - - N.S. 4 | - - - | - - - | 1 16 0 | 92 0 0 |
| Brading - - - - N.S. 7 | 136 0 0 | 1844 | 13 15 2½ | 280 2 6 |
| Brading - - - - B.S. | 291 0 0 | 1847 | 1 0 11¼ | |
| Bransgore - - - N.S. | 50 0 0 | 1854 | | |
| Brixton (Isle of Wight) - N.S. 8 | *80 0 0 | 1837 | 5 4 0¾ | 531 14 8 |
| " " " - " | 47 7 0 | 1856 | | |
| Broughton - - - N.S. | *20 0 0 | 1835 | | |
| Broughton cum Bossington - N.S. 4 | - - - | - - - | 4 17 4½ | 383 16 4 |
| Buriton - - - - N.S. 9 | - - - | - - - | 2 13 5½ | 257 9 4 |
| Burley - - - - N.S. | 45 0 0 | 1842 | 1 3 4¾ | |
| Burley-Ville, Daily - Ch. of E. 10 | 228 0 0 | 1855 | 3 15 0½ | 463 17 4 |
| Bursledon - - - N.S. 7 | *48 0 0 | 1836 | - - - | 95 19 8 |
| Calbourne (Isle of Wight) - N.S. 8 | *60 0 0 | 1837 | 2 1 1½ | 131 11 6 |
| " " " - " | 45 0 0 | 1849 | | |
| Candover (Brown) " - N.S. 9 | - - - | - - - | 3 0 0 | 611 17 4 |
| Carisbrooke (Isle of Wight) - N.S. 8 | 50 0 0 | 1843 | 3 18 1½ | 273 9 0 |
| " " " - " | 22 1 0 | 1855 | | |
| Catherington, Girls - N.S. | 80 0 0 | 1852 | 1 0 2 | |
| Catherington, Boys - Ch. of E. | 271 0 0 | 1861 | | |
| Chawton - - - - N.S. 9 | - - - | - - - | - - - | 518 17 0 |
| Chilbolton - - - N.S. 9 | 35 0 0 | 1844 | - - - | 19 17 0 |
| Chillerton - - - N.S. 7 | - - - | - - - | 2 5 0¾ | 180 0 10 |
| Christ Church - - - N.S. 4 | - - - | - - - | 3 12 9¾ | 329 7 2 |
| Christ Church - - - P.U. 7 | - - - | - - - | - - - | 48 15 0 |
| Church Crookham - - N.S. 5 | - - - | - - - | - - - | 69 9 0 |
| Church Oakley - - - N.S. 3 | - - - | - - - | - - - | 263 15 0 |
| Colden Common - - N.S. | 97 0 0 | 1845 | | |
| Colmere and Pryors Dean - N.S. 6 | 38 0 0 | 1843 | 0 13 10 | 2 10 0 |
| Compton - - - - N.S. 9 | 20 0 0 | 1841 | 2 1 8 | 90 0 0 |
| Cowes, East - - - N.S. 4 | *75 0 0 | 1836 | 7 1 2 | 153 17 0 |
| Cowes, West - - - B.S. | *80 0 0 | 1838 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| HAMPSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Cowes, West - - - N.S. 4 | 41 0 0 | 1856 | 9 12 9½ | 614 2 4 |
| " " " " | 240 0 0 | 1861 | | |
| Crabnitton Industrial School - - 10 | 327 0 0 | 1858 | 6 8 2½ | 255 15 0 |
| " " " " | 270 0 0 | 1858 | | |
| " " " " | 148 0 0 | 1859 | | |
| Crawley - - - Par. 10 | 26 0 0 | 1859 | | 244 0 0 |
| Crondall, Endowed - - N.S. 4 | *52 0 0 | 1836 | 8 17 10½ | 226 4 0 |
| Crondall, Girls - - N.S. 4 | - - - | - - - | - - - | 11 5 0 |
| Crookham Crondall - - N.S. | 150 0 0 | 1844 | | |
| " " " " | 26 13 0 | 1859 | | |
| Crux Easton - - - N.S. | 60 0 0 | 1849 | 0 10 6 | |
| Curdridge - - - N.S. | *30 0 0 | 1839 | | |
| Dean, East - - - N.S. 4 | 107 0 0 | 1857 | 2 7 6 | 144 18 0 |
| Dibden - - - N.S. 3 | - - - | - - - | 1 10 6½ | 70 15 0 |
| Droxford - - - N.S. 1 | - - - | - - - | 2 10 0 | 43 5 0 |
| Dummer - - - N.S. | 20 0 0 | 1847 | | |
| Durley - - - N.S. 9 | - - - | - - - | - - - | 43 13 4 |
| Easton - - - N.S. 9 | - - - | - - - | - - - | 29 0 0 |
| Eling, North - - - N.S. 10 | 80 0 0 | 1844 | - - - | 21 0 0 |
| " " - - - " | 45 0 0 | 1854 | | |
| Elson - - - N.S. 7 | 158 0 0 | 1856 | 5 14 0½ | 330 14 8 |
| " - - - " | 76 16 0 | 1860 | | |
| Elvetham (Lord Calthorpe's S.) - 5 | - - - | - - - | - - - | 30 7 8 |
| Emery Down - - - N.S. | 96 0 0 | 1859 | | |
| Empshott - - - N.S. | 31 10 0 | 1854 | | |
| Exbury - - - N.S. | - - - | - - - | 2 9 9 | |
| Fareham (Crocker Hill) National and Evening School - - - 8 | 61 0 0 | 1849 | 9 4 9½ | 1,142 16 4 |
| Fareham, Funtley Branch - N.S. 8 | - - - | - - - | - - - | 4 5 0 |
| Fareham - - - B.S. | *a*80 0 0 | 1836 | | |
| Fareham, Infant School - - - | 100 0 0 | 1853 | | |
| " " - - - | 5 18 0 | 1857 | | |
| Farringdon (near Alton) - N.S. 9 | - - - | - - - | - - - | 372 3 4 |
| Fawley - - - N.S. 10 | - - - | - - - | 1 4 1½ | 79 12 4 |
| Fordingbridge - - - N.S. 9 | *115 0 0 | 1837 | 10 16 6½ | 975 16 0 |
| Fordingbridge - - - B.S. 5 | - - - | - - - | 7 2 0½ | 750 15 4 |
| Fratton - - - N.S. | *62 10 0 | 1834 | | |
| Freemantle - - - Ch. of E. 3 | 740 0 0 | 1857 | 10 8 0 | 323 19 0 |
| Freshwater - - - N.S. 4 | 180 0 0 | 1856 | 6 8 10½ | 364 8 11 |
| Godshill - - - Par. | - - - | - - - | - - - | 5 0 0 |
| Gosport, St. Matthew's - N.S. 8 | 400 0 0 | 1845 | 19 10 5 | 1,335 11 6 |
| Gosport (Preparatory Sch.) - N.S. 8 | - - - | - - - | 1 6 10½ | 168 19 2 |
| Grateley - - - Ch. of E. | 40 0 0 | 1846 | | |
| Hambledon - - - N.S. 7 | 226 0 0 | 1850 | 2 14 7½ | 68 6 0 |
| Hamble-le-Rice - - N.S. | 53 0 0 | 1843 | | |
| Hampshire Reformatory - 9 | - - - | - - - | - - - | 585 2 9 |
| Hannington - - - N.S. | 60 0 0 | 1845 | | |
| Hartley Wespall - - Ch. of E. 4 | - - - | - - - | - - - | 158 16 0 |
| Hartley Wintney, Infant - N.S. | 70 0 0 | 1846 | | |
| Hartley Wintney - - Par. 9 | 5 16 4 | 1838 | - - - | 26 16 0 |
| Havant - - - B.S. | *75 0 0 | 1835 | | |
| Havant and Bedhampton - N.S. 8 | 50 0 0 | 1847 | 7 10 11 | 562 6 2 |
| " " " " | 9 0 0 | 1852 | | |
| " " " " | 2 15 0 | 1854 | | |
| " " " " | 36 9 6 | 1858 | | |
| Hawkley - - - Ch. of E. 8 | - - - | - - - | - - - | 2 12 0 |
| Hawley - - - N.S. | *50 0 0 | 1835 | | |
| Hayling - - - Ch. of E. | - - - | - - - | - - - | 18 15 0 |
| Headley - - - N.S. 10 | *42 0 0 | 1839 | 2 3 4½ | 141 11 0 |
| Headley Endowed School - - | 22 0 0 | 1859 | | |
| Helens, St. - - - N.S. | 333 18 0 | 1861 | | |
| Holdenhurst - - - N.S. | 45 0 0 | 1845 | | |
| Hook Common - - - N.S. 3 | 70 0 0 | 1843 | 2 11 8½ | 145 16 0 |
| " " - - - " | 14 0 0 | 1847 | | |
| " " - - - " | 51 3 8 | 1859 | | |
| Hordle - - - N.S. | 348 18 3 | 1861 | 1 6 7½ | |
| Horndean - - - Ch. of E. 8 | - - - | - - - | - - - | 20 0 0 |
| Hurstbourne Priors (Earl of Portsmouth's School) - - 4 | - - - | - - - | - - - | 281 0 6 |
| Hurstbourne Tarrant - - N.S. | 150 0 0 | 1847 | | |

*a* Extinct.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £. s. d. | | £ s. d. | £ s. d. |
| HAMPSHIRE—*cont.* | | | | |
| Hyde, St. Bartholomew's - N.S. 10 | 70 0 0 | 1847 | 19 8 9 | 663 17 2 |
| " " - " | 18 0 0 | 1849 | | |
| " " - " | 50 0 0 | 1855 | | |
| " " - " | 3 8 6 | 1856 | | |
| Kingsclere - - Ch. S. 4 | - - - | - - - | 1 14 10½ | 17 0 0 |
| Kingsclere, Boys, Free - Ch. of E. | 279 4 0 | 1861 | | |
| Kingsley - - - N.S. | 50 0 0 | 1852 | | |
| " - - - " | 23 0 0 | 1854 | | |
| Kingston Cross, School of Industry - - - N.S. 10 | *62 10 0 | 1834 | - - - | 8 0 0 |
| Kingsworthy - - - N.S. 9 | 294 0 0 | 1859 | 2 1 8½ | 145 19 4 |
| Longdown - - - N.S. | 170 0 0 | 1860 | | |
| Longstock - - - N.S. 9 | - - - | - - - | - - - | 44 10 0 |
| Lymington - - - N.S. 8 | *150 0 0 | 1836 | 9 0 0½ | 862 17 4 |
| Lymington - - - B.S. 5 | - - - | - - - | - - - | 196 8 0 |
| Lyndhurst - - - N.S. 10 | 264 0 0 | 1850 | 9 13 10½ | 1,053 1 6 |
| " - - - " | 61 6 0 | 1858 | - - - | |
| Lyss - - - - N.S. 9 | *30 0 0 | 1841 | 2 4 3 | 40 5 0 |
| Martyr-Worthy - - - N.S. | 170 0 0 | 1860 | 1 3 3½ | |
| Medsted - - - N.S. 9 | 54 0 0 | 1848 | 2 5 10 | 13 6 8 |
| Medine, East, Schoolmasters' Association - - - - - | - - - | - - - | 0 15 0 | |
| Meon, East - - - N.S. 10 | 184 0 0 | 1845 | 4 8 7½ | 282 4 0 |
| " " - - " | 35 0 0 | 1856 | | |
| " " - - " | 4 8 9 | 1859 | | |
| Meon, West - - - N.S. 10 | 229 10 0 | 1853 | 2 2 0½ | 977 2 0 |
| Meonstoke - - - N.S. | 45 0 0 | 1842 | | |
| Milford - - - - N.S. 7 | 37 10 0 | 1842 | 3 10 11½ | 325 6 8 |
| Millbrook - - - Ch. of E. 3 | - - - | - - - | 4 15 9 | 251 13 8 |
| Milton - - - - N.S. | *50 0 0 | 1837 | 1 0 0 | |
| " - - - " | 41 16 0 | 1851 | | |
| Moordown - - - N.S. 9 | - - - | - - - | - - - | 1 0 0 |
| Netley, St. Matthew's - N.S. 4 | 124 0 0 | 1856 | - - - | 173 11 0 |
| Newport - - - N.S. 7 | 47 5 6 | 1859 | 15 4 8½ | 1,512 19 10 |
| Newport - - - B.S. | *100 0 0 | 1837 | | |
| " - - - " | 100 0 0 | 1846 | | |
| Newton Valence, Infant - N.S. 6 | - - - | - - - | - - - | 20 13 4 |
| Newtown Soberton - - N.S. | - - - | - - - | 0 18 0½ | |
| Newtown (near Droxford) Ch. of E. 10 | 19 16 5 | 1857 | 0 18 8 | 175 5 0 |
| Niton (I. of Wight) - - N.S. 4 | - - - | - - - | - - - | 2 4 0 |
| Northam Day School - - 3 | - - - | - - - | - - - | 401 10 0 |
| Northam, Christ's Church - N.S. | 800 0 0 | 1859 | 6 13 4 | |
| Northwood - - - N.S. 4 | - - - | - - - | 7 1 5½ | 245 19 6 |
| Oakfield, St. John's - - N.S. 8 | 90 0 0 | 1846 | 8 9 4½ | 756 19 8 |
| " " - - " | 14 15 0 | 1849 | | |
| " " - - " | 42 10 0 | 1852 | | |
| " " - - " | 240 0 0 | 1856 | | |
| Odiham - - - N.S. 3 | *120 0 0 | 1840 | 11 10 0 | 1,042 1 10 |
| " - - - " | 7 14 0 | 1852 | | |
| " - - - " | 32 0 0 | 1853 | | |
| " - - - " | 6 6 8 | 1857 | | |
| Overton - - - N.S. 4 | *77 0 0 | 1839 | - - - | 41 6 0 |
| " - - - " | 306 0 0 | 1849 | | |
| Owslebury - - - N.S. | 34 0 0 | 1841 | 1 5 4 | |
| Petersfield - - - N.S. 9 | *126 0 0 | 1837 | 15 6 6½ | 1,539 15 2 |
| " - - - " | 687 0 0 | 1855 | *a*10 0 0 | |
| " - - - " | 160 0 0 | 1859 | | |
| Petersfield - - - B.S. 5 | - - - | - - - | 4 12 6½ | 635 1 0 |
| Pokesdown - - - N.S. 9 | - - - | - - - | - - - | 47 2 4 |
| Porchester School - - 9 | - - - | - - - | - - - | 10 7 0 |
| Portsea - - - - R.C. | - - - | - - - | 2 11 4 | |
| Portsea, Beneficial Society's School - 8 | *140 0 0 | 1837 | 18 9 3 | 2,162 10 4 |
| Portsea, Church Schoolmasters' Association - - - - - | - - - | - - - | 1 0 0½ | |
| Portsea Island - - - P.U. 11 | - - - | - - - | - - - | 550 9 1 |
| Portsea, All Saints' - - N.S. 8 | 139 0 0 | 1847 | 27 2 4 | 2,844 15 8 |
| " " - - " | 30 0 0 | 1851 | | |
| " " - - " | 107 10 0 | 1853 | | |
| " " - - " | 45 0 0 | 1855 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| HAMPSHIRE—*cont.* | | | | |
| Portsea, Free - - - N.S. | 503 0 0 | 1856 | 4 17 2 | |
| Portsea Town, St. John's and Trinity - - - N.S. 8 | 470 0 0 | 1847 | 13 2 6½ | 1,445 10 2 |
| " " " - " | 13 6 8 | 1850 | | |
| Portsmouth " - " - N.S. 8 | 100 0 0 | 1846 | 11 2 9¾ | 1,946 1 6 |
| Portsmouth, Royal Victoria Infant School (Bath Square Point) - - | 100 0 0 | 1845 | | |
| " " " - - | 23 0 0 | 1849 | | |
| Redbridge " - - - - 3 | - - - | - - - | - - - | 14 16 8 |
| Redhill, St. John's - - N.S. | 108 0 0 | 1847 | | |
| Ringwood - - - N.S. 9 | 360 0 0 | 1849 | 20 16 6 | 1,660 9 0 |
| " - - - " | 125 0 0 | 1851 | | |
| Romsey - - - B.S. 6 | 218 0 0 | 1848 | 8 3 6½ | 1,124 7 2 |
| " - - - - " | 86 0 0 | 1854 | | |
| Romsey - - - N.S. 9 | 50 17 6 | 1854 | 22 12 4 | 1,449 19 7 |
| " - - - - " | 39 8 0 | 1857 | | |
| " - - - - " | 5 10 0 | 1858 | | |
| Rownhams - - - N.S. 10 | - - - | - - - | - - - | 135 1 8 |
| Rumbridge - - - N.S. | 145 0 0 | 1845 | | |
| Ryde - - - - N.S. 8 | 8 13 4 | 1850 | 11 4 1⅓ | 1,152 14 4 |
| " - - - - " | 923 0 0 | 1857 | | |
| Ryde - - - - B.S. | 207 0 0 | 1841 | | |
| Ryde, Trinity - - - N.S. 8 | - - - | - - - | - - - | 202 9 0 |
| Sandown - - - N.S. 4 | 590 0 0 | 1857 | 6 16 9 | 237 4 0 |
| Sarisbury - - - N.S. 9 | 62 0 0 | 1847 | - - - | 8 17 0 |
| Selborne - - - N.S. 10 | 73 0 0 | 1844 | 1 10 7 | 391 3 4 |
| Shalfleet - - Ch. of E. 8 | 117 0 0 | 1851 | - - - | 228 8 0 |
| Sherborne, St. John's - Ch. of E. 3 | - - - | - - - | - - - | 113 18 4 |
| Sherfield, English - - N.S. | 60 0 0 | 1847 | 1 16 8 | |
| Shidfield - - - N.S. | - - - | - - - | 1 7 8 | |
| Shirley - - - - N.S. 10 | - - - | - - - | 9 4 0¾ | 853 2 7 |
| Sholing Common School - 10 | - - - | - - - | - - - | 47 8 0 |
| Somborne, King's - - N.S. 9 | 160 0 0 | 1842 | 27 4 10½ | 2,231 11 4 |
| " " - - " | 74 0 0 | 1846 | | |
| " " - - " | 247 9 8 | 1857 | | |
| Southampton - - - B.S. | *65 0 0 | 1835 | | |
| " - - - " | *150 0 0 | 1839 | | |
| Southampton - - - Wes. 4 | - - - | - - - | 3 2 6½ | 14 10 0 |
| Southampton, All Saints' - N.S. 10 | 565 0 0 | 1850 | 17 4 2 | 1,442 4 10 |
| Southampton (Bedford Place) - N.S. 10 | *100 0 0 | 1836 | - - - | 16 5 0 |
| Southampton (Charlotte Place) N.S. | 300 0 0 | 1856 | | |
| Southampton, Holy Trinity District - - - N.S. 10 | 700 0 0 | 1855 | 14 0 1¼ | 358 0 8 |
| " " - - " | 48 10 0 | 1857 | | |
| Southampton, Incorporation of the Poor - - - P.U. 10 | - - - | - - - | - - - | 84 0 0 |
| Southampton, Ragged School (St. George's Place) - - | 268 15 0 | 1855 | | |
| Southampton, St. Luke's, New Town District - - N.S. 10 | - - - | - - - | 6 5 0½ | 734 0 0 |
| Southampton, St. Mary's (Grove Street) - - - - N.S. 10 | 180 0 0 | 1841 | 29 4 1½ | 2,051 17 0 |
| " " - - " | 100 0 0 | 1844 | *a* 9 19 0 | |
| " " - - " | 60 0 0 | 1854 | | |
| " " - - " | 60 0 0 | 1856 | | |
| " " - - " | 159 0 0 | 1859 | | |
| Southampton, St. Mary's, Extra (Pear-tree Green) - - N.S. | 175 0 0 | 1850 | 2 18 0 | |
| " - - " | 136 0 0 | 1857 | | |
| Southampton, St. Michael's - N.S. | 371 5 0 | 1853 | | |
| Southampton, St. Peter's - Ch. S. 10 | - - - | - - - | 2 10 0 | 121 0 0 |
| Southsea, St. Jude's - - N.S. 8 | 390 0 0 | 1852 | 9 1 8½ | 888 1 8 |
| Southsea, St. Paul's - - N.S. 10 | 316 10 0 | 1850 | 7 1 6½ | 174 0 0 |
| " " - - " | 50 0 0 | 1852 | | |
| Sparsholt - - - N.S. 3 | 32 0 0 | 1851 | - - - | 8 15 0 |
| Steep - - - - N.S. | 45 0 0 | 1844 | | |
| Stockbridge, Day and Evening - N.S. 10 | - - - | - - - | 3 17 6¼ | 563 3 8 |
| Stoneham (South), Portswood and Highfield - - N.S. 9 | 156 0 0 | 1849 | 7 7 0¾ | 858 7 4 |
| " " " - " | 112 13 8 | 1858 | | |

*a* Scientific apparatus.

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| | £ s. d. | | £ s. d. | £ s. d. |
| HAMPSHIRE—*cont.* | | | | |
| Sutton (Bishop) - - - N.S. 10 | 294 6 0 | 1859 | - - - | 16 5 0 |
| Sutton, Long - - - N.S. | 66 0 0 | 1849 | | |
| Swanmore - - - N.S. | - - - | - - - | 1 9 6¾ | |
| Sway - - - N.S. 4 | 50 0 0 | 1844 | 4 1 8¾ | 38 6 0 |
| Timsbury - - - N.S. | 53 0 0 | 1848 | 0 16 8 | |
| Tisted, East - - - N.S. 9 | - - - | - - - | 1 1 8¾ | 199 13 4 |
| Tichborne - - - N.S. 11 | 45 0 0 | 1844 | 1 0 1 | 312 0 0 |
| Titchfield - - - N.S. 3 | - - - | - - - | 2 2 2¼ | 18 6 0 |
| Totton - - - B.S. | *50 0 0 | 1834 | | |
| Twyford - - - N.S. 9 | 45 0 0 | 1843 | 7 9 10½ | 760 6 10 |
| " - - - " | 21 0 0 | 1855 | | |
| " - - - " | 364 0 0 | 1861 | | |
| Tytherley, East, Endowed Ch. of E. 4 | - - - | - - - | - - - | 190 0 0 |
| Tytherley, West - - N.S. 9 | - - - | - - - | - - - | 510 0 4 |
| Upham - - - N.S. 6 | 47 0 0 | 1848 | - - - | 8 5 0 |
| Ventnor - - - N.S. 4 | 939 12 0 | 1860 | - - - | 163 16 6 |
| Wallop, Nether - - N.S. 9 | *46 0 0 | 1839 | - - - | 84 7 6 |
| Wallop, Over - - Ch. S. 7 | - - - | - - - | 1 8 4½ | 93 15 0 |
| Waltham, Bishop's - - N.S. 8 | - - - | - - - | 5 8 10½ | 881 3 4 |
| Waltham, North - - - N.S. 7 | 35 0 0 | 1853 | 2 19 1½ | 45 9 8 |
| Warblington and Emsworth - N.S. 7 | †126 0 0 | 1839 | 3 16 3 | 549 2 0 |
| " " - " | 95 0 0 | 1846 | | |
| " " - " | 79 0 0 | 1853 | | |
| " " - " | 17 0 0 | 1855 | | |
| Warnford Park - - - N.S. 7 | - - - | - - - | - - - | 84 11 8 |
| Wellow - - - N.S. 9 | - - - | - - - | - - - | 129 8 0 |
| Westend, St. James' - - N.S. | *72 0 0 | 1839 | | |
| Weyhill - - - Ch. of E. 8 | 102 5 0 | 1856 | - - - | 8 16 8 |
| Whippingham - - - N.S. 4 | 106 0 0 | 1851 | 3 15 0¼ | 235 5 0 |
| Whitchurch - - - N.S. 9 | 256 0 0 | 1846 | 2 14 2 | 456 19 8 |
| " - - - " | 26 0 0 | 1855 | | |
| Whitchurch - - - Wes. 3 | - - - | - - - | 3 0 0 | 33 0 0 |
| Wickham - - - N.S. 4 | - - - | - - - | 2 2 1½ | 275 17 8 |
| Wight, Isle of - - - P.U. 10 | - - - | - - - | - - - | 143 16 8 |
| Winchester, Central - - N.S. 9 | - - - | - - - | 15 14 5½ | 1,714 4 0 |
| Winchester, St. John's - - N.S. 9 | 376 0 0 | 1857 | - - - | 93 6 8 |
| Winchester, St. Michael's, Practising - - - N.S. 10 | 90 0 0 | 1850 | 8 18 6¾ | 898 17 2 |
| " " - " | 19 0 0 | 1856 | | |
| " " - " | 113 19 8 | 1857 | | |
| " " - " | 221 0 0 | 1858 | | |
| Winchester, St. Peter's (Cheselhill) - - - N.S. 10 | 70 0 0 | 1842 | - - - | 392 15 0 |
| " " - " | 55 0 0 | 1845 | | |
| Winchester, St. Thomas' - N.S. 9 | 113 0 0 | 1848 | 14 15 4½ | 981 14 0 |
| " " - " | 62 0 0 | 1850 | | |
| " " - " | 25 0 0 | 1854 | | |
| Winchester, Trinity (late St. Maurice's) - - - N.S. 10 | 145 0 0 | 1845 | 14 14 3 | 1,483 16 8 |
| " " - " | 84 0 0 | 1849 | | |
| " " - " | 43 6 6 | 1859 | | |
| " " - " | 31 10 0 | 1859 | | |
| Wonston - - - Par. 4 | - - - | - - - | - - - | 215 1 4 |
| Woodhay, East - - - N.S. 3 | *50 0 0 | 1837 | - - - | 30 6 0 |
| " - - - " | 46 0 0 | 1857 | | |
| Woolton Hill - - - N.S. 9 | 80 0 0 | 1850 | 2 3 11½ | 538 14 10 |
| Worling - - - N.S. 10 | - - - | - - - | - - - | 58 12 8 |
| Wortling - - - N.S. | - - - | - - - | 1 18 4½ | |
| Wymering and Widley - N.S. 3 | 130 0 0 | 1849 | - - - | 149 0 0 |
| Yarmouth (Isle of Wight) - N.S. 4 | 438 0 0 | 1855 | 3 14 1½ | 398 18 0 |
| HEREFORDSHIRE. | | | | |
| Almeley - - - N.S. 7 | 5 0 0 | 1850 | 3 3 9½ | 117 17 0 |
| Ashperton and Canon Frome - N.S. 10 | 188 0 0 | 1855 | 1 10 1 | 94 16 0 |
| Ballingham - - - N.S. | - - - | - - - | 1 6 8 | |
| Belmont, St. Michael's - - R.C. 7 | - - - | - - - | 1 5 0 | 78 17 0 |
| Birch, Little - - Ch. of E. 8 | - - - | - - - | - - - | 14 7 11 |

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| | Amount. | Date of Payment. | | |
| HEREFORDSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Bishopswood School - - - - 8 | - - - | - - - | - - - | 74 15 0 |
| Bosbury, Boys - - - N.S. | - - - | - - - | 10 14 0½ | |
| Bosbury, Girls - - - N.S. | 118 10 0 | 1849 | 1 13 4½ | 700 2 6 |
| Brampton-Abbots - - Ch. of E. | 100 0 0 | 1858 | | |
| Brampton Brian - - - N.S. 7 | - - - | - - - | 3 4 9½ | 188 16 4 |
| Bridstow - - - - N.S. 7 | 90 0 0 | 1849 | 3 0 5½ | 235 19 0 |
| Bromyard, Girls - - - N.S. 11 | 28 6 8 | 1860 | 1 5 3½ | 122 11 8 |
| Bromyard - - - - B.S. 6 | - - - | - - - | 6 13 3 | 385 6 0 |
| Caple, King's - - - N.S. | 35 0 0 | 1843 | | |
| Clehonger - - - - Ch. of E. 6 | - - - | - - - | 1 10 0½ | 95 12 10 |
| Clifford - - - - N.S. | *50 0 0 | 1837 | 2 11 7½ | |
| Cowarne, Much, Central - N.S. 11 | 370 0 0 | 1859 | - - - | 34 16 2 |
| Cradley - - - - - N.S. 11 | 223 0 0 | 1856 | - - - | 273 8 4 |
| " - - - - - " | 47 15 0 | 1860 | | |
| Croft and Yarpole - - - N.S. 6 | - - - | - - - | - - - | 355 13 0 |
| Dewchurch, Much - - - N.S. 8 | - - - | - - - | - - - | 86 5 0 |
| Dilwyn - - - - - N.S. 7 | 115 0 0 | 1846 | 6 19 11½ | 500 10 4 |
| " - - - - - " | 22 0 0 | 1856 | | |
| Dyniedor - - - - N.S. | *35 0 0 | 1840 | | |
| Eardisley - - - N.S. 7 | 256 0 0 | 1857 | - - - | 72 2 0 |
| Eastnor - - - - Par. 10 | - - - | - - - | - - - | 87 7 6 |
| Eaton-Bishop - - - N.S. 7 | 40 0 0 | 1844 | - - - | 117 6 0 |
| " - - - - - " | 70 0 0 | 1852 | | |
| Ewyas Harold - - - N.S. | 56 0 0 | 1846 | | |
| Frome, Bishop - - - - N.S. 10 | 80 0 0 | 1844 | 1 14 1½ | 124 18 0 |
| " - - - - - " | 25 0 0 | 1849 | | |
| Goodrich - - - - N.S. 8 | 311 14 0 | 1854 | 7 12 2¾ | 415 4 0 |
| " - - - - - " | 62 0 0 | 1857 | | |
| Hatfield - - - - N.S. 8 | - - - | - - - | - - - | 319 11 5 |
| Hentland and Hoarwithy - Par. 7 | - - - | - - - | 1 17 6½ | 194 10 8 |
| Hereford, Blue Coat School - - 7 | 87 0 0 | 1857 | 5 8 0¾ | 1,219 0 0 |
| Hereford, St. Martin's - N.S. 8 | 438 0 0 | 1858 | 1 6 7½ | 269 9 0 |
| Hereford, St. Nicholas - N.S. 6 | - - - | - - - | 1 9 8 | 63 3 4 |
| Hereford, St. Peter's - - N.S. 7 | *220 0 0 | 1839 | - - - | 29 0 0 |
| " - - - - - " | 58 0 0 | 1842 | | |
| Hereford, Scudamore's Charity - N.S. 7 | 540 0 0 | 1854 | 7 15 1 | 1,085 17 0 |
| " " " - - " | 16 0 0 | 1855 | | |
| Holmer - - - - N.S. | 208 0 0 | 1860 | | |
| Hope, Upper Hill - - N.S. 10 | 225 16 1 | 1855 | 1 17 0½ | 80 13 9 |
| Ivington, St. John's - - N.S. | 80 5 0 | 1850 | 1 0 4 | |
| Kentchurch, Endowed - - N.S. | 45 0 0 | 1847 | | |
| Kingsland - - - - N.S. | 75 0 0 | 1847 | | |
| Kingston and Thruxton - - N.S. | 90 0 0 | 1846 | | |
| Kington - - - - N.S. 8 | *150 0 0 | 1838 | 1 6 5¼ | 401 8 8 |
| Kinnersley - - - Ch. of E. 7 | 88 0 0 | 1861 | - - - | 9 19 0 |
| Ledbury - - - - N.S. 7 | 117 10 0 | 1851 | - - - | 300 15 0 |
| Leintwardine, Endowed - - N.S. 7 | 250 0 0 | 1848 | 7 12 3¾ | 879 17 0 |
| " - - - - " | 11 4 4 | 1851 | | |
| " - - - - " | 52 0 0 | 1855 | | |
| Leominster, Boys - - - B.S. | - - - | - - - | 3 3 11½ | 185 17 8 |
| Leominster, Girls - - - B.S. | - - - | - - - | 2 6 4½ | 282 11 8 |
| Leominster - - - - N.S. 8 | 906 0 0 | 1858 | 6 9 0 | 418 18 8 |
| Llangarren - - - Ch. of E. | 147 0 6 | 1859 | | |
| Llanwarne - - - Ch. of E. | 183 0 0 | 1856 | 1 2 5¾ | |
| Lugwardine - - - Ch. of E. 7 | - - - | - - - | - - - | 12 10 0 |
| Madley - - - - N.S. 7 | 202 5 0 | 1853 | - - - | 337 9 0 |
| Mansel-Lacey - - - N.S. 7 | 172 5 0 | 1853 | - - - | 187 2 4 |
| Marcle (Much) - - - N.S. 7 | 237 0 0 | 1853 | 5 15 4½ | 524 3 6 |
| Monkland - - - - N.S. | 108 0 0 | 1854 | | |
| Orcop - - - - N.S. 10 | 288 0 0 | 1858 | - - - | 68 0 0 |
| Orleton - - - - N.S. 7 | 312 0 0 | 1855 | 2 0 0½ | 17 12 0 |
| Rochford - - - - N.S. | 89 0 0 | 1859 | | |
| Ross and Archenfield (Royal Victoria) - - - B.S. 4 | *100 0 0 | 1837 | 5 14 6½ | 423 5 0 |
| " " " - - " | *100 0 0 | 1837 | | |
| " " " - - " | 250 0 0 | 1840 | | |
| " " " - - " | 100 0 0 | 1844 | | |
| " " " - - " | 18 10 0 | 1855 | | |
| Stoke Prior - - - - N.S. | 33 10 0 | 1849 | | |
| " - - - - " | 16 15 0 | 1850 | | |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| HEREFORDSHIRE—*cont.* | | | | |
| Stretton Sugwas - - N.S. | 230 18 0 | 1859 | | |
| Upton Bishop - - - - 8 | | | | 14 8 4 |
| Weobley - - - - N.S. 7 | 179 0 0 | 1856 | 3 4 6 | 351 15 8 |
| " - - - - | 90 0 0 | 1857 | | |
| Weonard's, Saint - - N.S. | 82 0 0 | 1847 | | |
| Whitbourne - - Ch. of E. | 164 0 0 | 1856 | | |
| Whitchurch - - - - N.S. 11 | 318 0 0 | 1853 | 2 18 0½ | 106 2 8 |
| Whitney - - - - N.S. | 42 0 0 | 1846 | | |
| Wigmore - - - - N.S. | 185 0 0 | 1861 | | |
| Wormbridge - - - N.S. 7 | | | | 2 11 0 |
| HERTFORDSHIRE. | | | | |
| Alban's, St. - - - N.S. | *50 0 0 | 1836 | | |
| - - - - " | 79 0 0 | 1848 | | |
| Alban's, St. - - - B.S. 5 | | | 1 6 4½ | 85 12 0 |
| Alban's, St., St. Peter's - Ch. of E. 5 | 100 0 0 | 1851 | 4 10 9½ | 345 3 4 |
| " " - - " | 68 0 0 | 1859 | | |
| Albury - - - Ch. of E. 6 | | | 3 10 4 | 223 3 4 |
| Amwell, Great - - - N.S. 8 | 24 13 4 | 1858 | 2 15 6 | 847 11 10 |
| Anstey - - - - N.S. | 111 4 0 | 1854 | 1 11 8 | |
| Ardeley - - - - N.S. 4 | *40 0 0 | 1837 | | 19 8 0 |
| " - - - - " | 30 0 0 | 1846 | | |
| " - - - - " | 169 0 0 | 1858 | | |
| Ashwell (New), School - - - 3 | | | | 14 15 0 |
| Aspeden, Endowed - - N.S. 6 | 60 15 11 | 1849 | 1 6 9½ | 36 18 4 |
| Baldock - - - - N.S. | *200 0 0 | 1834 | | |
| Baldock - - - - B.S. 4 | *60 0 0 | 1839 | 1 7 10 | 168 16 0 |
| " - - - - " | 46 0 0 | 1858 | | |
| Barham Wood - - - B.S. 3 | | | | 25 11 8 |
| Barley - - - - N.S. 4 | | | | 248 14 0 |
| Barnet, Chipping - - N.S. | 60 0 0 | 1846 | | |
| Bayford - - - - N.S. 2 | 45 0 0 | 1857 | | 176 5 8 |
| Bengeo - - - - N.S. 7 | 112 10 0 | 1850 | 6 15 11 | 732 7 6 |
| " - - - - " | 50 0 0 | 1856 | | |
| " - - - - " | 344 4 0 | 1861 | | |
| Bennington - - - N.S. | 45 0 0 | 1843 | | |
| Berkhampstead, and North Church Day and Evening School - - 5 | *100 0 0 | 1838 | 1 10 8½ | 660 6 8 |
| " - - - " | 140 0 0 | 1859 | | |
| Berkhampstead, Great " - B.S. | *130 0 0 | 1834 | | |
| Boxmoor - - - - N.S. 5 | 75 0 0 | 1842 | 2 6 5 | 203 1 8 |
| " - - - - " | 13 2 9 | 1861 | | |
| Bramfield - - - - N.S. 3 | | | | 58 18 4 |
| Breachwood Green - - N.S. | 195 0 0 | 1860 | | |
| Broxbourne Bury - - Ch. of E. 6 | | | 3 8 4½ | 116 6 8 |
| Broxbourne, Free - - N.S. 6 | | | 2 10 0 | 135 7 0 |
| Buckland - - - - N.S. 5 | 80 0 0 | 1848 | 1 1 3½ | 83 15 0 |
| Buntingford - - - N.S. 7 | 100 0 0 | 1845 | 1 7 0½ | 523 8 0 |
| " - - - - " | 2 18 4 | 1849 | | |
| " - - - - " | 17 10 0 | 1856 | | |
| Burnham Green - - - N.S. | 50 0 0 | 1843 | | |
| Bushey - - - - B.S. 12 | 125 0 0 | 1846 | 6 13 3½ | 769 16 8 |
| " - - - - " | 47 14 0 | 1848 | | |
| Cheshunt - - - - B.S. 4 | 264 0 0 | 1858 | 3 4 5½ | 221 5 8 |
| Cheshunt, Vicarage, Girls - N.S. 5 | | | | 175 10 0 |
| Cheshunt, Vicarage, Infants - N.S. 5 | | | | 263 3 4 |
| Cheshunt (Dewhurst's) Charity S. 5 | | | 6 12 10½ | 171 15 0 |
| Chipperfield - - - N.S. 6 | 50 10 0 | 1843 | | |
| Clothall - - - - Ch. of E. 3 | 163 0 0 | 1860 | | 11 2 6 |
| Codicote - - - - N.S. 6 | 850 0 0 | 1858 | 6 10 0½ | 290 10 0 |
| Colney, St. Peter's - - N.S. 7 | | | 4 12 0½ | 738 7 9 |
| Cromer Hyde - - - N.S. | | | 1 5 2 | |
| Datchworth - - - N.S. 6 | | | | 93 2 6 |
| Flamstead - - - - N.S. 4 | | | | 144 3 0 |
| Frogmoor End - - Ch. of E. 5 | 539 14 0 | 1857 | 5 0 0½ | 243 2 0 |
| Gaddesdon, Great - - N.S. | 181 16 0 | 1857 | | |
| Hadham, Much - - - N.S. 4 | | | 1 16 3½ | 287 17 8 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Hertfordshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Hadham, Little - - - B.S. | *40 0 0 | 1836 | | |
| Harpenden - - - N.S. 6 | - - - | - - - | - - - | 79 5 0 |
| Harpenden, Boys - - B.S. 2 | - - - | - - - | - - - | 73 11 4 |
| Harpenden, Infants - - B.S. 2 | 105 0 0 | 1851 | 3 3 7 | 78 10 0 |
| " - - - " | 11 1 6 | 1861 | | |
| Hatfield (Bishop's) - - N.S. 8 | - - - | - - - | 10 5 11½ | 1,477 3 0 |
| Hempstead, Hemel, Boys & Girls N.S. 6 | - - - | - - - | - - - | 437 10 10 |
| Hempstead, Hemel, Royal - B.S. 4 | *150 0 0 | 1834 | 3 18 5 | 119 8 0 |
| Hempstead, Hemel, Infants Ch. of E. 6 | 843 10 0 | 1856 | 6 15 0¼ | 49 15 0 |
| Hertford, Abel Smith's Memorial N.S. | 512 0 0 | 1861 | | |
| Hertford, All Saints', and Industrial - - - N.S. 6 | 40 0 0 | 1851 | 1 10 4½ | 263 0 4 |
| " " - - " | 48 10 0 | 1852 | | |
| Hertford (Cowper's Testimonial) Ch. of E. 7 | 84 0 0 | 1860 | 17 2 4½ | 1,371 9 0 |
| Hertford, Green Coat, Endowed N.S. 6 | - - - | - - - | 1 9 1½ | 150 1 0 |
| Hertford Heath - - - N.S. 4 | *75 0 0 | 1838 | - - - | 98 16 8 |
| " - - - " | 41 12 0 | 1859 | | |
| Hertford, St. Andrew's - - N.S. 4 | - - - | - - - | - - - | 82 5 0 |
| Hertingfordbury - - Ch. of E. 8 | - - - | - - - | 1 2 8½ | 673 10 10 |
| High-Cross - - - N.S. 7 | - - - | - - - | 1 10 5½ | 368 7 6 |
| Hitchin - - - - B.S. 5 | *175 0 0 | 1838 | 26 17 3¾ | 1,099 0 10 |
| " - - - " | 200 0 0 | 1854 | | |
| Hitchin, Girls and Infants - B.S. 5 | 1,055 0 0 | 1859 | - - - | 206 1 8 |
| Hitchin, St. Andrew's - - N.S. | 300 0 0 | 1854 | | |
| Hitchin, St. Mary's - - N.S. 7 | 1,540 0 0 | 1855 | 7 6 3 | 910 0 8 |
| Hoddesdon, Boys, Girls & Infts. - N.S. 2 | 125 0 0 | 1844 | 1 14 8¼ | 291 10 2 |
| " " " - " | 55 0 0 | 1845 | | |
| Hoddesdon - - - B.S. 6 | - - - | - - - | 3 12 2½ | 220 9 2 |
| Hoddesdon, Easter Jones' Charity - - - Ch. of E. | 279 0 0 | 1858 | | |
| Hormead, Great - - - N.S. | 100 0 0 | 1845 | 2 10 0 | |
| Hunsdon - - - Ch. of E. 5 | - - - | - - - | - - - | 166 16 0 |
| Ickleford - - - - N.S. 8 | *50 0 0 | 1839 | 3 11 2½ | 606 12 8 |
| " - - - " | 201 0 0 | 1849 | | |
| Ippolyts, Saint - - - N.S. 7 | 106 0 0 | 1847 | 3 13 8 | 557 8 10 |
| " " - - - " | 14 15 0 | 1854 | | |
| " " - - - " | 17 0 0 | 1855 | | |
| Kelshall - - - Ch. of E. 3 | - - - | - - - | - - - | 120 11 8 |
| Kensworth - - - N.S. 7 | 150 0 0 | 1853 | 2 2 8½ | 57 13 8 |
| Kimpton - - - Par. 4 | 540 0 0 | 1856 | 3 13 0½ | 23 10 0 |
| Langley, Abbott's - - N.S. 8 | 60 0 0 | 1845 | 5 13 8¾ | 853 18 6 |
| " " - - - " | 50 0 0 | 1848 | | |
| " " - - - " | 10 0 0 | 1849 | | |
| " " - - - " | 246 0 0 | 1854 | | |
| " " - - - " | 14 0 0 | 1855 | | |
| " " - - - " | 88 18 0 | 1861 | | |
| Langley, King's - - - N.S. 7 | *66 0 0 | 1838 | - - - | 41 18 0 |
| " " - - - " | 127 0 0 | 1858 | | |
| Leavesden - - - N.S. | 40 0 0 | 1843 | | |
| Mimms, North - - - N.S. 7 | - - - | - - - | 7 5 11¾ | 417 3 0 |
| Munden, Great - - - N.S. 7 | 60 0 0 | 1846 | - - - | 52 9 0 |
| " " - - - " | 15 0 0 | 1847 | | |
| Northaw - - - N.S. 12 | 124 0 0 | 1851 | - - - | 11 7 0 |
| Northchurch, Infants - - N.S. 5 | - - - | - - - | - - - | 25 5 0 |
| Pelham, Brent - - - N.S. | 150 0 0 | 1846 | | |
| Pelham, Furneux - - N.S. 6 | 50 0 0 | 1843 | 1 7 7½ | 97 16 4 |
| " " - - - " | 15 0 0 | 1855 | | |
| Pirton - - - - N.S. 7 | 74 0 0 | 1841 | 4 2 3¾ | 19 5 0 |
| " - - - - " | 15 13 10 | 1854 | | |
| " - - - - " | 39 10 0 | 1858 | | |
| Potten End - - - S. | - - - | - - - | - - - | 3 6 8 |
| Redbourn - - - N.S. 6 | 199 0 0 | 1858 | - - - | 17 16 8 |
| Rickmansworth - - N.S. 7 | 238 0 0 | 1850 | 9 10 0½ | 158 8 0 |
| Royston - - - N.S. 7 | 27 0 0 | 1855 | 3 6 5½ | 536 17 0 |
| Royston - - - B.S. 4 | 75 0 0 | 1840 | 2 0 0 | 70 0 0 |
| Sandon - - - N.S. 3 | *40 0 0 | 1837 | - - - | 23 15 0 |
| " - - - " | 30 0 0 | 1846 | | |
| " - - - " | 38 15 0 | 1859 | | |
| " - - - " | 17 10 0 | 1860 | | |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| HERTFORDSHIRE—*cont.* | | | | |
| Sawbridgeworth - - - N.S. 3 | - - - | - - - | - - - | 260 1 10 |
| Sheney - - - - N.S. 7 | 52 0 0 | 1842 | 6 6 10½ | 624 17 0 |
| " - - - - " | 7 0 0 | 1848 | | |
| " - - - - " | 70 0 0 | 1854 | | |
| " - - - - " | 223 0 0 | 1860 | | |
| Stevenage - - - - N.S. | *92 0 0 | 1834 | 2 2 0 | |
| " - - - - " | 46 0 0 | 1851 | | |
| " - - - - " | 41 0 0 | 1851 | | |
| Stortford, Bishop's, Practising School - - - - 6 | 433 0 0 | 1859 | 3 0 0 | 297 6 4 |
| Stortford, Bishop's - - N.S. 6 | - - - | - - - | - - - | 150 16 4 |
| Stortford, Bishop's, New Town N.S. 6 | - - - | - - - | - - - | 25 8 4 |
| Stortford, Bishop's - - B.S. 4 | 150 0 0 | 1840 | 4 3 4¾ | 408 5 0 |
| " " - - " | 100 0 0 | 1847 | | |
| " " - - " | 44 0 0 | 1856 | | |
| " " - - " | 23 13 9 | 1860 | | |
| Therfield - - - N.S. 3 | 128 0 0 | 1856 | - - - | 138 15 4 |
| Tring - - - N.S. 5 | 182 0 0 | 1843 | 2 9 10 | 41 16 0 |
| Wadesmill, Infants - - N.S. 10 | - - - | - - - | - - - | 10 0 0 |
| Walden, St. Paul's - Ch. of E. 6 | - - - | - - - | - - - | 16 3 4 |
| Walkern - - - - N.S. 7 | 13 0 0 | 1857 | - - - | 459 12 8 |
| Ware - - - - N.S. | 490 0 0 | 1844 | | |
| Ware, Ch. Ch. - - - N.S. 6 | - - - | - - - | - - - | 97 0 6 |
| Ware - - - - B.S. | *75 0 0 | 1839 | | |
| Watford - - - - N.S. 6 | *60 0 0 | 1838 | 12 14 6½ | 531 10 6 |
| " - - - - " | 130 0 0 | 1842 | | |
| Watford Heath - - Ch. of E. | 82 0 0 | 1855 | | |
| Watton - - - - N.S. 3 | - - - | - - - | 4 0 10 | 177 1 8 |
| Welwyn - - - - N.S. 4 | 957 0 0 | 1859 | 8 1 3¾ | 180 8 8 |
| Westmill - - - - N.S. 6 | - - - | - - - | - - - | 14 11 0 |
| Weston - - - - N.S. 5 | - - - | - - - | 5 9 2 | 405 0 6 |
| Willian - - - - N.S. 5 | 25 0 0 | 1842 | - - - | 11 7 4 |
| " - - - - " | 20 0 0 | 1844 | | |
| " - - - - " | 20 0 0 | 1848 | | |
| Wilstone - - - - N.S. | 100 0 0 | 1847 | | |
| Woodhill - - - - N.S. 8 | 350 0 0 | 1858 | 5 7 5 | 791 19 2 |
| " - - - - " | - - - | - - - | *a*20 0 0 | |
| Wymondley, Great - - N.S. | 60 0 0 | 1848 | | |
| HUNTINGDONSHIRE. | | | | |
| Abbotsley - - - - N.S. | 42 0 0 | 1845 | | |
| Alconbury - - - - N.S. | 75 0 0 | 1842 | | |
| Alwalton (Earl Fitzwilliam's) - N.S. 7 | - - - | - - - | - - - | 324 7 8 |
| Bluntisham - - - - N.S. | 15 0 0 | 1850 | | |
| " - - - - " | 32 0 0 | 1856 | | |
| Brampton - - - Ch of E. 1 | - - - | - - - | 14 10 7 | 855 4 2 |
| Broughton - - - - N.S. | 60 0 0 | 1844 | | |
| Bythorn - - - - N.S. 4 | 204 0 0 | 1860 | - - - | 5 0 0 |
| Catworth, Great - - - N.S. | 42 0 0 | 1845 | | |
| Earith - - - - B.S. 2 | 100 0 0 | 1840 | 4 6 8½ | 178 3 0 |
| Farcet - - - - N.S. | 60 0 0 | 1848 | 1 19 9 | |
| Fen-Stanton, New - - - N.S. 3 | 144 0 0 | 1847 | 5 2 7½ | 525 14 8 |
| Fen-Stanton - - - - B.S. | *b*- - - | - - - | 1 15 10½ | 66 11 0 |
| Fletton, New - - - B.S. | 364 10 0 | 1856 | | |
| Godmanchester, Girls - - N.S. 2 | - - - | - - - | - - - | 1 5 0 |
| Hemingford Grey - - - N.S. 3 | - - - | - - - | - - - | 19 9 0 |
| Holme - - - - Ch. of E. 3 | - - - | - - - | - - - | 147 3 0 |
| Huntingdon, Boys - - - N.S. 3 | 32 0 0 | 1855 | 7 17 7½ | 262 13 4 |
| Huntingdon, St. Mary's, Girls and Infants - - - N.S. 4 | 83 0 0 | 1855 | - - - | 250 7 0 |
| Huntingdon, Walden's Charity N.S. 4 | - - - | - - - | - - - | 71 5 0 |
| Ives, Saint - - - - N.S. 3 | 250 0 0 | 1845 | 6 0 0 | 1,124 9 8 |
| " - - - - " | 80 0 0 | 1846 | | |
| " - - - - " | 18 0 0 | 1851 | | |
| " - - - - " | 46 0 0 | 1853 | | |
| Ives, Saint - - - B.S. 3 | - - - | - - - | 3 0 1 | 522 7 8 |
| Kimbolton - - - - N.S. 3 | - - - | - - - | 2 1 8½ | 71 14 0 |

*a* Scientific apparatus.

*b* Merged into Fen-Stanton, N.S.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Huntingdonshire—*cont.*** | | | | |
| Neots, Saint, Boys' Free Charity N.S. 3 | 44 0 0 | 1855 | 1 13 6½ | |
| " " " | 206 12 0 | 1860 | *a*8 1 4 | 731 16 8 |
| Neots, Saint, Free Charity, Girls and Infants N.S. 3 | 146 0 0 | 1842 | 17 6 0 | |
| " " " | 20 4 4 | 1857 | | |
| Neots, Saint " B.S. 2 | - - - | - - - | 2 9 5 | 11 5 0 |
| Neots, Saint Wes. 2 | 684 0 0 | 1859 | 16 7 8½ | 892 17 4 |
| Offord-Cluney N.S. | 48 0 0 | 1847 | | |
| " " " | 23 10 0 | 1850 | | |
| " " " | 18 0 0 | 1856 | | |
| Orton Longville Ch. of E. 3 | 172 16 0 | 1854 | 1 13 4½ | 53 12 0 |
| Orton Waterville N.S. | 63 0 0 | 1850 | 1 5 4½ | |
| Ramsey Wes. 3 | - - - | - - - | 3 4 6½ | 217 4 8 |
| Ripton, King's N.S. | 40 0 0 | 1845 | | |
| Sawtrey N.S. | 57 0 0 | 1841 | | |
| " " " | 35 0 0 | 1844 | | |
| Sawtrey " Wes. 12 | - - - | - - - | 2 10 4½ | 9 0 0 |
| Spaldwick N.S. | 60 0 0 | 1847 | | |
| Stanground N.S. 3 | 65 0 0 | 1816 | 1 1 6 | 91 10 0 |
| Stilton N.S. 4 | 75 0 0 | 1846 | 1 3 8 | 76 10 0 |
| " " " | 70 0 0 | 1859 | | |
| Stukeley, Great " N.S. | 45 0 0 | 1845 | | |
| Thurning N.S. | 26 10 0 | 1843 | | |
| Warboys N.S. 3 | - - - | - - - | - - - | 583 12 8 |
| Weston, Old N.S. 2 | 50 0 0 | 1844 | 0 7 8 | 1 5 0 |
| Wistow N.S. | 50 0 0 | 1842 | | |
| Woodhurst N.S. | 42 0 0 | 1843 | | |
| " " " | 40 0 0 | 1845 | | |
| " " " | 12 0 0 | 1846 | | |
| " " " | 8 0 0 | 1858 | | |
| Woodhurst " B.S. 3 | - - - | - - - | - - - | 126 8 4 |
| Wood-Walton Ch. of E. | 126 0 0 | 1861 | | |
| Yaxley, Endowed School | 128 0 0 | 1849 | | |
| **Kent.** | | | | |
| Appledore and Ebony N.S. 7 | 126 0 0 | 1848 | - - - | 19 13 0 |
| " " " | 21 19 0 | 1856 | | |
| " " " | 5 0 0 | 1859 | | |
| Ashford N.S. 7 | 206 0 0 | 1843 | 37 3 4½ | 2,271 4 5 |
| " " " | 30 5 0 | 1851 | | |
| " " " | 47 0 0 | 1855 | | |
| " " " | 42 4 0 | 1856 | | |
| " " " | 11 0 0 | 1856 | | |
| " " " | 17 10 0 | 1857 | | |
| " " " | 109 0 0 | 1858 | | |
| Ashford " B.S. 8 | - - - | - - - | 11 11 4 | 875 4 0 |
| Ashford, South-Eastern Railway Co.'s N.S. 7 | - - - | - - - | 14 10 6½ | 514 10 0 |
| " " " | - - - | - - - | *a*10 0 0 | |
| Aylesford, Educational Society's N.S. 7 | 5 18 8 | 1857 | - - - | 219 10 5 |
| Aylesford, Preston Hall, Inft. Ch. of E. 7 | - - - | - - - | 2 4 7½ | 172 7 8 |
| Bapchild and Tonge N.S. 7 | 137 12 6 | 1854 | 4 9 4½ | 270 19 8 |
| Barham N.S. 7 | 486 0 0 | 1858 | 7 19 0½ | 814 19 4 |
| Basinghall, Infant School 5 | - - - | - - - | - - - | 258 6 4 |
| Barming N.S. | 50 0 0 | 1842 | 1 10 0 | |
| " " " | 265 0 0 | 1856 | | |
| Bearstead N.S. 7 | 125 0 0 | 1848 | 4 14 1½ | 306 13 10 |
| Beckenham N.S. 7 | 400 0 0 | 1858 | 3 19 2½ | 608 16 5 |
| Benenden, Industrial Ch. of E. | 303 0 0 | 1861 | | |
| Bethersden N.S. | 175 0 0 | 1851 | 4 16 8½ | 32 10 0 |
| " " " | 7 1 4 | 1854 | | |
| Bexley " N.S. 7 | *160 0 0 | 1837 | 3 1 5 | 223 0 8 |
| " " " | 70 0 0 | 1845 | | |
| Bidborough N.S. | 178 0 0 | 1855 | | |
| Biddenden N.S. | 162 0 0 | 1849 | | |
| Birchington N.S. | 129 5 0 | 1849 | | |
| Blackheath, All Saints', Girls N.S. 9 | - - - | - - - | - - - | 37 8 4 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| KENT—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Blackheath, All Saints', Infants N.S. 9 | - - - | - - - | - - - | 21 16 8 |
| Blackheath Park - - - N.S. 3 | - - - | - - - | 1 3 4 | 25 9 0 |
| Blackheath, St. John's - Ch. of E. | - - - | - - - | - - - | 19 8 4 |
| Borden - - - N.S. 7 | 182 0 0 | 1849 | 3 0 0 | 186 10 6 |
| " - - - " | 18 10 0 | 1859 | | |
| Boughton-under-Blean - - N.S. | 100 0 0 | 1852 | | |
| " - - - " | 150 0 0 | 1858 | | |
| Boughton Malherbe - - N.S. | 100 0 0 | 1847 | 3 17 1½ | 15 8 4 |
| Boughton Monchelsea - - N.S. 7 | 114 0 0 | 1851 | 1 10 1 | 270 18 0 |
| Boxley - - - - N.S. 7 | 121 0 0 | 1846 | 3 3 5½ | 753 11 7 |
| Brabourne - - - N.S. | 102 0 0 | 1846 | 8 6 2½ | 186 17 7 |
| Breasted - - - N.S. 12 | 370 0 0 | 1860 | 2 19 11½ | 9 14 0 |
| Brenchley - - - N.S. 7 | 116 10 0 | 1842 | 10 10 1½ | 567 15 6 |
| " - - - " | 120 0 0 | 1860 | | |
| Brenzett - - - N.S. 7 | 100 0 0 | 1852 | - - - | 118 4 0 |
| Broadstairs - - - N.S. 7 | *145 0 0 | 1837 | 10 8 5½ | 355 1 7 |
| Bromley - - - N.S. 12 | 1,100 0 0 | 1855 | 7 17 1½ | 684 15 4 |
| Bromley Common - - N.S. | 202 0 0 | 1847 | 1 11 1½ | 154 0 4 |
| Brompton - - - N.S. 3 | 303 15 0 | 1851 | 11 17 0½ | 1,444 4 10 |
| " - - - " | 120 0 0 | 1856 | | |
| " - - - " | 22 10 0 | 1859 | | |
| Brompton, St. Michael's - R.C. 5 | - - - | - - - | - - - | 32 0 0 |
| Buckland (Dover) - - N.S. | *a*54 0 0 | 1842 | | |
| " - - - " | *a*27 0 0 | 1844 | | |
| Buckland (Dover) - - N.S. 12 | 540 0 0 | 1859 | 5 5 11 | 121 2 4 |
| Canterbury - - - B.S. | 173 10 0 | 1841 | | |
| " - - - " | 120 0 0 | 1846 | | |
| Canterbury (Broad Street), Model - - - N.S. 7 | 720 0 0 | 1848 | 24 11 9½ | 2,307 14 6 |
| Canterbury, St. Dunstan's - N.S. 7 | - - - | - - - | - - - | 72 6 8 |
| Canterbury, St. Martin's and St. Paul's - - - N.S. 7 | 80 0 0 | 1845 | 5 8 1 | 657 19 2 |
| Canterbury, St. Mildred's - N.S. 7 | 400 0 0 | 1855 | 9 7 0½ | 643 18 7 |
| Canterbury, St. George the Martyr's and St. Mary Magdalene's - - - N.S. 7 | 100 0 0 | 1854 | 2 1 8 | 226 16 3 |
| Charing - - - N.S. 7 | - - - | - - - | 3 19 11½ | 605 11 8 |
| Charlton by Dover - - N.S. 12 | 25 6 6 | 1861 | 2 9 0 | 10 5 0 |
| Charlton, near Woolwich - N.S. 9 | - - - | - - - | 3 2 8¾ | 227 17 4 |
| Chart, Great - - - N.S. 7 | 72 0 0 | 1846 | - - - | 41 16 8 |
| Chatham, James Street - - N.S. | *b*- - - | - - - | - - - | 191 10 0 |
| Chatham, St. John's - - N.S. 3 | 390 0 0 | 1859 | 2 16 0 | 625 11 10 |
| Chatham, St. Mary's - - N.S. 3 | 740 0 0 | 1861 | 2 10 4½ | 173 10 0 |
| Chatham, St. Paul's - - N.S. 3 | 733 0 0 | 1857 | 4 17 2½ | 242 3 0 |
| Cheriton and Newington - - N.S. | 125 0 0 | 1848 | | |
| " - - - " | 40 0 0 | 1849 | | |
| Chiddingstone - - - N.S. 6 | 98 0 0 | 1841 | 2 8 5½ | 50 19 0 |
| Chilham - - - - N.S. 8 | - - - | - - - | - - - | 12 1 0 |
| Chiselhurst - - - N.S. 6 | - - - | - - - | 3 1 5 | 231 18 4 |
| Cliffe - - - - N.S. 3 | 200 0 0 | 1854 | 1 17 9 | 75 7 6 |
| Cranbrook - - - N.S. 5 | 183 0 0 | 1844 | 3 5 6¾ | 321 4 6 |
| " - - - " | 17 0 0 | 1846 | | |
| " - - - " | 56 0 0 | 1852 | | |
| Cranbrook, Milkhouse Street (Holy Trinity District), Sunday and Infant - - - N.S. | 76 0 0 | 1841 | | |
| " - - - " | 20 0 0 | 1847 | | |
| Cray (Paul's) " - - N.S. | *30 0 0 | 1839 | | |
| Crayford - - - N.S. 5 | 285 0 0 | 1858 | 4 17 5 | 416 0 2 |
| Crockenhill - - - N.S. 5 | 229 10 0 | 1857 | 2 10 0¾ | 162 18 4 |
| Crockham - - Ch. of E. 6 | - - - | - - - | 1 12 6¾ | 109 18 4 |
| Cudham - - - N.S. | 101 5 0 | 1852 | 2 1 10½ | 47 8 0 |
| Cuxton - - - N.S. 3 | 92 0 0 | 1850 | 1 16 0¼ | 170 5 7 |
| " - - - " | 9 6 8 | 1855 | | |
| " - - - " | 29 0 0 | 1857 | | |
| Dartford - - - N.S. 5 | - - - | - - - | 2 8 0½ | 223 1 0 |
| Dartford, Boys - - - Wes. 5 | - - - | - - - | 15 4 4½ | 534 15 4 |
| Dartford, Waterside, Girls - Wes. 5 | - - - | - - - | - - - | 397 15 0 |
| Deal - - - - N.S. 12 | - - - | - - - | - - - | 667 11 4 |
| Deal, Infant - - - N.S. | - - - | - - - | 6 10 9½ | 239 12 8 |

*a* School sold for burial purposes, and a new one built on another site.
*b* School no longer exists.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| KENT—*cont.* | | | | |
| Deal, Parochial - - - 12 | 422 16 8 | 1853 | 16 6 10¼ | 731 10 8 |
| Deal - - - - Wes. 4 | 673 4 0 | 1861 | 16 18 0 | 672 11 0 |
| Deptford - - - - N.S. | 20 0 0 | 1844 | 1 11 10 | |
| Deptford - - - - R.C. | - - - | - - - | 2 17 6½ | 83 0 0 |
| Deptford, St. John's - - N.S. 5 | 1,002 0 0 | 1856 | 21 5 3½ | 1,294 16 9 |
| " " - - " | 522 14 0 | 1857 | *a*13 16 8 | |
| Deptford, New Street - - B.S. 3 | 110 0 0 | 1841 | 2 15 10½ | 49 3 4 |
| Deptford, St. Nicholas' - - N.S. | *50 0 0 | 1835 | 2 2 1½ | |
| Detling - - - - N.S. 7 | 163 4 0 | 1856 | 2 1 8 | 80 6 0 |
| Ditton - - - - Ch. of E. 7 | - - - | - - - | - - - | 46 12 0 |
| Dover - - - - - B.S. 8 | *437 0 0 | 1835 | 12 13 6½ | 869 18 10 |
| " - - - - " | 32 0 0 | 1854 | | |
| " - - - - " | 15 15 0 | 1857 | | |
| " - - - - " | 7 0 0 | 1858 | | |
| Dover, East Cliff - - N.S. | - - - | - - - | 1 12 1½ | 75 3 4 |
| Dover, St. James', Infant and Evening - - - - N.S. 12 | - - - | - - - | 3 2 6 | 40 3 4 |
| Dover, Holy Trinity - - N.S. 12 | 148 0 0 | 1847 | 7 18 5 | 392 10 10 |
| " " - - " | 42 15 5 | 1858 | | |
| Dover, Home for Young Women | - - - | - - - | - - - | 226 14 6 |
| Dourie - - - - N.S. 6 | - - - | - - - | - - - | 128 1 0 |
| Dunkirk - - - - N.S. 7 | - - - | - - - | 3 13 4 | 16 18 4 |
| Dunstan's, Saint (near Canterbury) - - - N.S. | 177 0 0 | 1857 | | |
| " " - - " | 170 0 0 | 1861 | | |
| Eastry - - - - N.S. | 333 0 0 | 1860 | 1 12 1½ | |
| Edenbridge - - - N.S. 9 | 200 0 0 | 1854 | 1 13 4 | 72 15 0 |
| Edenbridge - - - B.S. 7 | - - - | - - - | 2 10 0 | 191 8 0 |
| Egerton, St. James' - - N.S. 7 | 125 0 0 | 1846 | 3 13 4½ | 105 1 0 |
| " " - - " | 9 12 0 | 1857 | | |
| Elham - - - - N.S. 5 | 60 0 0 | 1845 | 4 1 0 | 347 9 10 |
| Elham - - - - B.S. 8 | - - - | - - - | 4 17 2½ | 299 5 8 |
| Eltham - - - - N.S. 9 | 40 0 0 | 1841 | 31 0 4½ | 523 3 0 |
| " - - - - " | 136 15 0 | 1853 | | |
| Erith - - - - N.S. | 106 0 0 | 1850 | | |
| " - - - - " | 38 0 0 | 1851 | | |
| Eynsford - - - N.S. 5 | *70 0 0 | 1836 | 3 4 0½ | 70 8 0 |
| Farleigh, East - - N.S. 7 | *34 0 0 | 1839 | 5 5 9 | 771 17 6 |
| " - - - - " | 120 0 0 | 1849 | | |
| " - - - - " | 145 0 0 | 1856 | | |
| Farleigh, West - - N.S. 7 | - - - | - - - | - - - | |
| Faversham District - - N.S. 7 | - - - | - - - | 1 8 8 | 37 6 0 |
| Faversham - - - B.S. 8 | - - - | - - - | 26 17 5½ | 2,376 6 1 |
| Fawkham, Hartley and Longfield N.S. | 35 0 0 | 1841 | 11 16 11¾ | 934 19 2 |
| Folkestone - - - B.S. 8 | 162 0 0 | 1840 | 9 9 5½ | 1,475 0 0 |
| " - - - - " | 13 7 4 | 1853 | | |
| " - - - - " | 11 5 4 | 1853 | | |
| " - - - - " | 75 0 0 | 1856 | | |
| Folkestone, Ch. Ch., Infants - N.S. 11 | 94 0 0 | 1852 | 4 10 11¼ | 267 14 2 |
| Folkestone, St. Mary and St. Eanswith's - - - N.S. 12 | 551 12 6 | 1855 | 10 17 2 | 764 15 8 |
| " " - - " | 9 15 0 | 1859 | | |
| Forest Hill, Christ Ch. - - N.S. 3 | 916 0 0 | 1859 | 5 0 0 | 86 13 4 |
| Frittenden - - - N.S. 7 | 65 0 0 | 1843 | - - - | 160 14 0 |
| Garlinge, St. James' - - N.S. | 169 0 0 | 1856 | - - - | 8 15 0 |
| Godmersham - - - N.S. 7 | - - - | - - - | - - - | 4 5 0 |
| Goodnestone - - - Par. 7 | - - - | - - - | - - - | 317 12 0 |
| Gravesend and Milton - - N.S. 3 | *490 0 0 | 1836 | 9 12 1½ | 1,394 14 10 |
| " " - - " | 100 0 0 | 1849 | | |
| Gravesend, Princes Street - B.S. 6 | - - - | - - - | - - - | 757 5 8 |
| Gravesend and Milton, Peacock Street - - - - B.S. 6 | - - - | - - - | 6 17 1 | 756 12 8 |
| Gravesend, St. George's and St. James' - - - N.S. | 200 0 0 | 1855 | | |
| Greenhithe, Calley Hill - B.S. 3 | - - - | - - - | - - - | 52 12 0 |
| Green Street Green - Ch. of E. 12 | 42 10 0 | 1852 | 2 1 0 | 15 13 4 |
| Greenwich - - - N.S. | *83 0 0 | 1837 | | |
| Greenwich, Central or West, Infant S. 7 | - - - | - - - | - - - | 106 9 4 |
| Greenwich - - - P.U. | - - - | - - - | - - - | 66 10 0 |
| Greenwich and Deptford Female Home - | - - - | - - - | - - - | 70 3 10 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| KENT—*cont.* | | | | |
| Greenwich, George St. - - Wes. 11 | - - - | - - - | 1 14 2½ | 21 13 4 |
| Greenwich, East Branch, Sunday and Infant School - - - 6 | 200 0 0 | 1844 | 1 19 11 | 367 12 1 |
| Greenwich (Croom's Hill), St. Ann's - - - R.C. | - - - | - - - | - - - | 47 0 0 |
| Greenwich, Holy Trinity (Maidenstone Hill) - - N.S. 12 | 320 0 0 | 1847 | 16 0 3½ | 1,333 13 8 |
| " " - - " | 253 0 0 | 1854 | | |
| " " - - " | 120 0 0 | 1860 | | |
| Greenwich Reformatory - - | - - - | - - - | - - - | 200 9 4 |
| Greenwich, Roan's Charity (East Branch), Grey Coat School - - 6 | - - - | - - - | 2 5 5½ | 365 10 0 |
| Greenwich, Roan's Charity (West Branch), Grey Coat School - 6 | - - - | - - - | - - - | 433 8 4 |
| Groombridge - - - N.S. 5 | 221 10 0 | 1859 | 2 18 4 | 4 16 8 |
| Hadlow - - - N.S. 5 | 437 0 0 | 1849 | 1 12 3½ | 127 12 8 |
| Harbledown - - - N.S. | 111 10 0 | 1854 | | |
| Hardres, Lower - - - N.S. | 38 0 0 | 1847 | | |
| Harrietsham - - Ch. of E. 7 | 90 0 0 | 1845 | 3 14 4½ | 407 17 3 |
| Hawkhurst - - - N.S. 5 | 41 9 0 | 1853 | 3 3 6 | 636 0 10 |
| " - - - " | 41 10 0 | 1857 | | |
| Hayes - - - N.S. 12 | - - - | - - - | 2 5 10½ | 49 12 0 |
| Headcorn - - - N.S. | - - - | - - - | 1 8 0 | |
| Herne Bay - - Ch. of E. 7 | - - - | - - - | - - - | 75 0 0 |
| Higham - - - N.S. 3 | 120 0 0 | 1848 | 5 16 10 | 490 18 9 |
| " - - - " | 54 0 0 | 1855 | | |
| Hildenborough - - - N.S. | 126 0 0 | 1848 | | |
| Hoo - - - N.S. | *75 0 0 | 1830 | 1 6 11 | |
| Horton Kirby - - - N.S. | 170 0 0 | 1858 | | |
| Hougham, Christ Ch. - - N.S. 12 | 300 0 0 | 1848 | 8 15 7½ | 427 11 0 |
| Hythe - - - N.S. 7 | 400 0 0 | 1852 | 10 9 7½ | 1,544 3 1 |
| " - - - " | - - - | - - - | *a*6 13 4 | |
| Ightham - - - N.S. 7 | - - - | - - - | 5 2 4 | 568 8 6 |
| Keston - - - N.S. 12 | 212 8 0 | 1856 | - - - | 55 3 0 |
| Kingsdown - - - Par. 12 | 12 18 11 | 1856 | 1 9 0 | 130 1 8 |
| " - - - " | 5 0 0 | 1858 | | |
| Knockholt - - - N.S. 12 | 362 0 0 | 1857 | 2 8 4 | 56 10 0 |
| Lamberhurst - - - N.S. | *43 0 0 | 1835 | - - - | 8 12 3 |
| " - - - " | *16 0 0 | 1836 | | |
| Larkfield - - - N.S. 7 | 197 0 0 | 1858 | 3 2 9 | 170 10 0 |
| Lawrence (St.), Trinity - Ch. of E. 7 | 446 0 0 | 1859 | 4 3 4 | 13 7 0 |
| Lee - - - N.S. 9 | - - - | - - - | 10 4 8 | 1,574 19 0 |
| Lee Chapel, Girls - - B.S. 2 | - - - | - - - | 2 1 8 | 2 10 0 |
| Lee, Boys - - - B.S. 2 | - - - | - - - | 2 1 1½ | 31 0 4 |
| Leeds School - - - - 7 | - - - | - - - | - - - | 39 15 0 |
| Lenham - - - N.S. | 105 0 0 | 1851 | 5 7 7½ | |
| Lewisham Bridge - - B.S. 12 | - - - | - - - | 6 14 8½ | 390 0 8 |
| Lewisham, St. Mary's - N.S. 12 | 265 0 0 | 1857 | 8 18 4½ | 427 3 4 |
| " " - - " | 145 0 0 | 1860 | | |
| " " - - " | 290 0 0 | 1861 | | |
| Loose - - - N.S. 7 | 96 0 0 | 1843 | 1 17 9 | 280 18 0 |
| Luton (near Chatham) - N.S. 3 | 60 0 0 | 1847 | 5 6 10½ | 241 14 4 |
| " " - - " | 200 0 0 | 1860 | | |
| Lydd - - - N.S. 7 | 200 0 0 | 1850 | 3 17 7½ | 332 16 0 |
| Lyminge, Endowed - - N.S. 7 | 136 0 0 | 1850 | 1 15 7½ | 173 0 0 |
| Maidstone - - - P.U. | - - - | - - - | - - - | 39 11 8 |
| Maidstone, All Saints' - - N.S. 7 | - - - | - - - | 17 6 7½ | 2,258 3 5 |
| Maidstone Heath - - - N.S. 7 | 177 15 0 | 1857 | - - - | 146 9 8 |
| Maidstone, St. Paul's - - N.S. 7 | 630 0 0 | 1859 | 6 18 6 | 365 0 0 |
| Maidstone, St. Peter's - - N.S. 7 | 200 0 0 | 1848 | - - - | 244 7 4 |
| Maidstone, Trinity, Model - N.S. 7 | 480 0 0 | 1842 | 22 6 10 | 2,513 18 11 |
| Malling, East - - - N.S. 7 | 187 10 0 | 1850 | 8 19 6½ | 430 0 2 |
| Malling, West, End, B. & G. - N.S 7 | 12 6 8 | 1852 | 2 14 2½ | 651 9 8 |
| " " " - - " | 260 0 0 | 1859 | | |
| Malling, North, Deanery, Church Schoolmasters' Association - | - - - | - - - | 1 10 1 | |
| Marden - - - N.S. 9 | 533 0 0 | 1861 | 4 5 4½ | 148 7 4 |
| Margaret, St. (at Cliffe) - - N.S. | 40 0 0 | 1847 | | |
| Margaret's, St. (next Rochester) - N.S. 2 | 500 0 0 | 1854 | 7 16 4½ | 696 6 8 |
| " " - - " | 37 7 6 | 1860 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Kent—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Margate - - - B.S. 8 | 596 0 0 | 1857 | 8 14 8 | 540 4 8 |
| Margate, Holy Trinity - - N.S. 7 | 225 0 0 | 1851 | 16 18 6¾ | 1,034 7 6 |
| " - - - " | 50 0 0 | 1853 | | |
| Margate, St. John's - - N.S. 7 | 475 0 0 | 1855 | 15 3 9¼ | 952 1 8 |
| Meopham - - - N.S. 3 | 62 0 0 | 1842 | - - - | 33 5 0 |
| " - - - - " | 20 0 0 | 1843 | | |
| " - - - - " | 87 0 0 | 1859 | | |
| Mid-Kent Ch. Ch. Schoolmasters' Association - - | - - - | - - - | 1 10 5½ | |
| Milton, Ch. Ch. - - - N.S. 4 | - - - | - - - | - - - | 247 10 0 |
| Milton (near Sittingbourne) - N.S. 3 | 300 0 0 | 1849 | 2 7 6¾ | 211 12 6 |
| Minster - - - - N.S. 7 | 350 0 0 | 1848 | 4 10 8 | 103 19 0 |
| " - - - - " | 45 0 0 | 1855 | | |
| Monkton - - - - N.S. | - - - | - - - | - - - | 23 6 8 |
| Newchurch - - - N.S. | 40 0 0 | 1845 | | |
| Newington - - - N.S. 7 | 105 0 0 | 1851 | 4 18 6½ | 236 11 4 |
| Northbourne, St. Augustine's - N.S. 7 | 145 10 0 | 1852 | 4 18 2½ | 448 18 4 |
| Northfleet - - - - N.S. | *115 0 0 | 1838 | | |
| " - - - - " | 25 0 0 | 1845 | | |
| Ospringe - - - - N.S. 7 | - - - | - - - | - - - | 41 18 4 |
| Patrixbourne and Bridge - N.S. | 120 0 0 | 1850 | | |
| Peckham, East - - - N.S. 7 | - - - | - - - | 3 13 4 | 276 11 6 |
| Peckham, East, Inft. and Juvenile School - - - - - 7 | - - - | - - - | - - - | 49 5 0 |
| Petham - - - - N.S. | 70 0 0 | 1849 | | |
| Penshurst - - - N.S. 5 | - - - | - - - | 2 1 11½ | 226 4 8 |
| Platt, St. Mary - - - N.S. 5 | 113 0 0 | 1847 | 2 13 4¼ | 140 0 6 |
| " - - - - " | 56 0 0 | 1859 | | |
| Plaxtol - - - - N.S. 7 | 171 0 0 | 1847 | 6 15 1¼ | 607 1 2 |
| Pluckley - - - N.S. 7 | 93 10 0 | 1851 | 6 5 11¼ | 474 8 0 |
| " - - - - " | 8 17 3 | 1860 | | |
| Plumstead, Burrage Road Inf. S. " 12 | 150 0 0 | 1860 | 4 11 4½ | 335 10 8 |
| Plumstead, Central, - Ch. of E. 12 | 1,825 0 0 | 1857 | 21 19 0½ | 852 15 4 |
| " - - - - " | 160 0 0 | 1858 | | |
| Plumstead Central, East Plumstead Branch - - - Ch. of E. 12 | - - - | - - - | - - - | 9 15 0 |
| Plumstead, East, Endowed - N.S. | - - - | - - - | 3 16 7¼ | 72 6 8 |
| Plumstead, West, St. James' - N.S. | - - - | - - - | 3 13 4 | |
| Preston - - - - N.S. | *25 0 0 | 1837 | | |
| Queenborough - - - - N.S. | 152 0 0 | 1858 | - - - | 28 15 0 |
| Rainham - - - - N.S. 3 | 160 0 0 | 1847 | 6 11 9¼ | 370 4 9 |
| " - - - - " | 57 0 0 | 1860 | | |
| Ramsgate, Ch. Ch. - - N.S. 7 | 506 0 0 | 1849 | 16 19 3½ | 1,354 16 0 |
| Ramsgate, New castle Hill, Inft. S. | - - - | - - - | - - - | 11 5 0 |
| Ramsgate, St. Augustine's - R.C. 6 | - - - | - - - | 1 5 2 | 71 19 4 |
| Ramsgate, St. George's - - N.S. 7 | - - - | - - - | 18 3 5½ | 1,428 12 2 |
| Ramsgate, St. Lawrence's - N.S. 7 | 58 0 0 | 1851 | 7 13 3 | 432 19 8 |
| Rochester, Dartford, and Shoreham Ch. Schoolmasters' Association - | - - - | - - - | 2 0 0½ | |
| Rochester, St. Nicholas' - N.S. 3 | 399 0 0 | 1849 | 14 0 1¼ | 1,927 9 4 |
| " - - - - " | 281 0 0 | 1858 | | |
| Rolvenden - - - N.S. | *100 0 0 | 1836 | | |
| Romney, New - - - N.S. 7 | 59 0 0 | 1856 | 3 0 4¼ | 447 3 2 |
| " - - - - " | 67 10 0 | 1861 | | |
| Rosherville, St. Mark's - - N.S. 3 | - - - | - - - | - - - | 21 12 0 |
| Rusthall - - - - N.S. 4 | - - - | - - - | - - - | 583 1 0 |
| Sandgate - - - - N.S. | 275 0 0 | 1846 | 4 19 10½ | |
| Saltwood - - - N.S. 11 | 88 5 6 | 1855 | 1 5 6 | |
| Seal - - - - N.S. 12 | - - - | - - - | - - - | 25 13 0 |
| Sellinge - - - Ch. of E. 7 | - - - | - - - | - - - | 4 14 0 |
| Shadoxhurst - - - N.S. | 80 0 0 | 1847 | - - - | 196 5 0 |
| Sheerness, Trinity - - N.S. 3 | *250 0 0 | 1837 | 8 1 2¼ | 415 10 0 |
| Sheerness - - - B.S. | *275 0 0 | 1837 | | |
| Sheldwick, The Leys, United - N.S. 7 | - - - | - - - | 5 17 9½ | 404 16 8 |
| Shipbourne - - - - N.S. 7 | 75 0 0 | 1853 | | |
| " - - - - " | 102 10 0 | 1857 | - - - | 252 11 10 |
| " - - - - " | 32 10 0 | 1858 | | |
| Shooter's Hill - - - N.S. 3 | 200 0 0 | 1858 | 2 1 8¼ | 4 0 0 |
| Shoreham - - - - Par. 12 | - - - | - - - | b10 0 0 | 216 6 4 |

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|---|---|---|---|---|
| KENT—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Sissinghurst, National and Inft. S. | - - - | - - - | 4 12 7¼ | 12 5 0 |
| Sissinghurst (Mrs. H. Cleaver's) N.S. 7 | - - - | - - - | - - - | 124 7 6 |
| Sissinghurst (Lady de Spaen's) N.S. 5 | - - - | - - - | - - - | 131 0 8 |
| Sittingbourne - - - N.S. 7 | 230 0 0 | 1847 | 2 16 7¼ | 64 2 0 |
| Smarden, Free - - - N.S. | 320 0 0 | 1859 | 2 0 0½ | |
| Snodland - - - N.S. 6 | - - - | - - - | 5 9 1½ | 121 10 8 |
| Southborough - - - N.S. 5 | 100 0 0 | 1845 | 2 0 9 | 165 10 4 |
| " - - - " | 220 0 0 | 1860 | | |
| Southfleet, Endowed - - - N.S. | - - - | - - - | 1 3 1½ | |
| Speldhurst - - - N.S. 5 | 462 0 0 | 1859 | 2 4 6¾ | 67 6 8 |
| Standford - - - N.S. | 25 0 0 | 1845 | | |
| Stephen's, St. (near Canterbury) N.S. 7 | 120 0 0 | 1849 | 1 10 8 | 333 3 3 |
| Stockbury - - - N.S. | 50 10 0 | 1842 | | |
| Stowting - - - N.S. 12 | 55 0 0 | 1846 | - - - | 22 18 4 |
| Strood - - - N.S. 3 | 252 0 0 | 1850 | 8 10 0¾ | 918 7 2 |
| Sturry - - - N.S. | 60 0 0 | 1852 | 4 1 6 | 15 3 0 |
| Sundridge - - - N.S. 12 | - - - | - - - | - - - | 9 0 0 |
| Sutton-at-Hone - - - N.S. 5 | 364 0 0 | 1855 | 3 1 9 | 289 5 0 |
| Sutton Valence - - - N.S. | 42 0 0 | 1857 | - - - | 310 12 8 |
| Swanscombe and Stone - - N.S. | 70 0 0 | 1842 | 1 3 3½ | |
| Swingfield Minnis - - N.S. | 150 0 0 | 1847 | 1 6 10½ | 65 4 2 |
| Sydenham - - - N.S. 9 | *35 0 0 | 1838 | - - - | 1,104 6 0 |
| Sydenham - - - Wes. 2 | - - - | - - - | 2 8 5¾ | 255 11 2 |
| Tenterden - - - N.S. 7 | 150 0 0 | 1844 | 13 11 2¾ | 430 9 8 |
| " - - - " | 63 0 0 | 1857 | | |
| " - - - " | 210 0 0 | 1860 | | |
| Tenterden - - - B.S. 8 | - - - | - - - | 13 4 2 | 1,123 9 8 |
| Teston - - - N.S. 6 | - - - | - - - | - - - | 207 13 0 |
| Thanet, St. Peter's - - N.S. 7 | 105 0 0 | 1849 | 9 10 10½ | 686 14 8 |
| " " - - " | 50 0 0 | 1853 | | |
| Tilmanstone - - Ch. of E. 12 | - - - | - - - | - - - | 54 12 6 |
| Tovil, St. Stephen's - - N.S. | 153 0 0 | 1851 | 2 8¾ | 9 13 4 |
| Trottersclife - - - N.S. | 54 0 0 | 1849 | | |
| " - - - " | 50 0 0 | 1854 | | |
| Tonbridge - - - Wes. 8 | - - - | - - - | 8 11 5¾ | 296 10 0 |
| Tonbridge, St. Stephen's - N.S. 5 | 250 0 0 | 1855 | 11 12 8¾ | 498 12 6 |
| " " - - " | 333 0 0 | 1858 | | |
| Tonbridge, St. Stephen's, Inft. N.S. | - - - | - - - | - - - | 12 0 0 |
| Tunbridge Wells Chapel Free S. 5 | 40 0 0 | 1858 | 9 18 5½ | 438 11 8 |
| Tunbridge Wells, Grosvenor - B.S. | - - - | - - - | 3 19 5 | |
| Tunbridge Wells, Girls - - N.S. 5 | - - - | - - - | - - - | 122 16 8 |
| Tunbridge Wells, Royal Victoria S. - 5 | - - - | - - - | - - - | 53 18 4 |
| Tunbridge Wells, St. John's Ch. of E. 5 | 281 8 0 | 1860 | 3 6 0½ | 5 0 0 |
| Tunbridge Wells, Trinity - N.S. 5 | - - - | - - - | - - - | 400 17 1 |
| Tunbridge Wells, Trinity, Middle N.S. | - - - | - - - | - - - | 66 1 10 |
| Tunbridge Wells, St. Augustine's R.C. | - - - | - - - | 2 6 8 | |
| Tunbridge Wells, Windmill Fields Ch. of E. | - - - | - - - | - - - | 38 18 4 |
| Upchurch - - - N.S. | 54 0 0 | 1847 | - - - | |
| Walmer and Ringwould - - N.S. 12 | *106 0 0 | 1837 | 9 15 1¼ | 1,016 15 10 |
| " - - " | 760 0 0 | 1857 | | |
| Waltham - - - N.S. | - - - | - - - | - - - | 3 4 0 |
| Wateringbury - - - N.S. 7 | - - - | - - - | 4 15 11¾ | 666 13 7 |
| Weald, Sevenoaks - - Psr. 12 | - - - | - - - | - - - | 91 8 0 |
| Westerham - - - N.S. 9 | 322 0 0 | 1861 | 2 3 5 | 273 14 4 |
| Whitstable and Seasalter - N.S. 7 | - - - | - - - | 37 13 9¾ | 1,850 12 0 |
| Willesborough - - - N.S. 7 | 67 0 0 | 1849 | 3 0 11 | 158 12 8 |
| Wilmington - - Ch. of E. 3 | 128 0 0 | 1850 | - - - | 3 6 8 |
| Wingham - - - N.S. 5 | - - - | - - - | 2 9 11½ | 173 12 8 |
| Woodchurch - - - N.S. 7 | 75 0 0 | 1844 | 9 19 0½ | 703 10 6 |
| " - - - " | 15 6 3 | 1849 | | |
| Woodnesborough - - N.S. | 95 0 0 | 1848 | | |
| Woolwich - - - N.S. 9 | 289 0 0 | 1841 | 29 18 10 | 1,670 12 4 |
| Woolwich, Power Street - B.S. | *225 0 0 | 1835 | | |
| Woolwich, - - - Pres. 12 | 1,400 0 0 | 1857 | 12 4 10¾ | 513 13 4 |
| Woolwich, St. Thomas' - - N.S. 12 | 1,036 0 0 | 1856 | 23 18 11½ | 841 13 8 |
| " - - - " | 400 0 0 | 1860 | | |
| Woolwich, St. Peter's - - R.C. 5 | 758 0 0 | 1859 | 2 13 4½ | 199 0 0 |
| Worth - - - Ch. of E. 12 | - - - | - - - | - - - | 44 18 4 |
| Wrotham - - - N.S. 7 | 100 0 0 | 1845 | - - - | 44 13 0 |

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|---|---|---|---|---|
| **Kent—*cont.*** | | | | |
| Wye, Lady Joanna Thornhill's S. - 7 | - - - | - - - | 4 9 8½ | 75 0 0 |
| Yalding - - - - N.S. 7 | 474 6 0 | 1858 | 1 13 10 | 70 0 8 |
| Yalding, St. Margaret's - - N.S. 7 | 144 0 0 | 1859 | 2 10 0 | 59 18 4 |
| **Lancashire.** | | | | |
| Abney, Mossley Brow - - B.S. 2 | - - - | - - - | - - - | 83 15 0 |
| Accrington - - - Wes. 5 | - - - | - - - | 4 2 8 | 484 19 0 |
| Accrington, Ch. Ch. - - N.S. 7 | 590 0 0 | 1845 | 15 2 8½ | 369 9 4 |
| " - - - " | 93 0 0 | 1856 | | |
| Accrington, New Jerusalem S. - - 3 | - - - | - - - | 12 0 0 | 627 0 4 |
| Accrington, St. James' - - N.S. 7 | 91 0 0 | 1857 | 9 5 5½ | 378 4 0 |
| Accrington, St. James', Infts. - N.S. | 208 0 0 | 1845 | | |
| Accrington, St. Oswald's - R.C. 3 | - - - | - - - | 7 18 8½ | 376 10 1 |
| Adlington - - Ch. of E. 4 | 150 0 0 | 1840 | 10 18 6½ | 303 2 0 |
| " - - - " | 204 3 11 | 1857 | | |
| Admarsh - - - - N.S. | *28 0 0 | 1835 | | |
| Aigburth - - - - N.S. 11 | 333 0 0 | 1860 | 10 1 4 | 797 0 8 |
| Ainsworth - - - N.S. 6 | *150 0 0 | 1838 | 3 4 2½ | 30 3 0 |
| Aldingham - - Ch. of E. 6 | - - - | - - - | - - - | 46 1 8 |
| Alstone Lane - - - R.C. 5 | - - - | - - - | 2 10 0 | 82 8 4 |
| Altcar - - - - N.S. 6 | - - - | - - - | - - - | 183 0 0 |
| Altham - - - - N.S. 7 | - - - | - - - | - - - | 47 3 0 |
| Appleton, St. Bede's - - R.C. 5 | - - - | - - - | 6 9 0 | 63 5 0 |
| Ardwick Pin Mill - - B.S. 9 | - - - | - - - | - - - | 21 16 8 |
| Ardwick, St. Thomas' - - N.S. 1 | - - - | - - - | 21 11 1½ | 379 16 0 |
| Ashton in Makerfield - - R.C. 2 | - - - | - - - | - - - | 546 15 4 |
| Ashton-le-Willows - Ch. of E. 10 | 110 0 0 | 1856 | 2 19 2½ | 218 4 4 |
| Ashton, St. Thomas' (in Makerfield) - - - - N.S. 10 | 250 0 0 | 1851 | 10 2 4½ | 973 5 0 |
| Ashton-under-Lyne - - Par. 1 | - - - | - - - | 7 2 9½ | 136 10 0 |
| Ashton-under-Lyne, Christ Ch. (Charles-town) - - N.S. 2 | 832 0 0 | 1847 | 5 2 0 | 361 15 10 |
| " - - - " | 13 10 0 | 1860 | | |
| Ashton-under-Lyne, St. Ann's - R.C. 6 | - - - | - - - | 26 2 10½ | 317 11 9 |
| Ashton-under-Lyne, St. Peter's N.S. 2 | *300 0 0 | 1836 | 10 13 4 | 297 2 8 |
| " - - - " | 60 0 0 | 1844 | | |
| Astley - - - - N.S. 4 | 200 0 0 | 1841 | 19 17 7½ | 730 3 10 |
| " - - - " | 103 0 0 | 1847 | | |
| Astley Bridge - - Ch. S. 7 | 984 0 0 | 1859 | 5 0 3 | 147 10 0 |
| Atherton - - - - N.S. 3 | 250 0 0 | 1840 | 20 5 1½ | 1,025 1 4 |
| " - - - " | 119 15 6 | 1852 | | |
| " - - - " | 83 0 0 | 1855 | | |
| " - - - " | 238 11 0 | 1859 | | |
| Atherton (at Lamberhead Green) - - - Wes. 5 | 684 0 0 | 1859 | 6 5 0½ | 186 3 4 |
| Audenshaw - - - N.S. 2 | 400 0 0 | 1847 | 10 2 3½ | 647 6 8 |
| " - - - " | 50 0 0 | 1858 | | |
| Aughton - - - - Par. 5 | - - - | - - - | - - - | 8 6 8 |
| Bacup - - - - Wes. 3 | - - - | - - - | 15 14 3½ | 985 8 0 |
| Bacup, Mechanics' Inst. School - 2 | - - - | - - - | 8 0 0 | 206 10 8 |
| Bacup, Christ Church - - N.S. | 584 14 0 | 1861 | | |
| Bacup, St. John's - - N.S. 7 | - - - | - - - | 3 3 6½ | 117 15 0 |
| Bacup, St. Mary's - - R.C. 4 | - - - | - - - | 5 0 0½ | 13 3 8 |
| Bamford Public Day and Evening B.S. 2 | - - - | - - - | 11 3 4½ | 242 11 0 |
| Bank Meadow - - - B.S. | 300 0 0 | 1840 | | |
| Bardsea - - - Ch. of E. 6 | - - - | - - - | - - - | 7 16 0 |
| Bardsley - - - - N.S. 1 | 397 0 0 | 1846 | 1 6 5½ | 109 0 0 |
| Barrow-in-Furness - - N.S. 6 | - - - | - - - | 8 8 0½ | 199 13 8 |
| Barrowford - - - N.S. | 231 15 0 | 1851 | 4 6 11½ | |
| Barton-upon-Irwell - - N.S. 5 | 240 0 0 | 1846 | 5 7 9½ | 179 6 4 |
| " - - - " | 30 0 0 | 1852 | | |
| Barton-upon-Irwell - - Wes. 3 | - - - | - - - | 4 0 0½ | 85 4 0 |
| Barton-upon-Irwell, All Saints' R.C. 11 | - - - | - - - | 3 15 0 | 98 11 2 |
| Baxenden - - - - Wes. 5 | - - - | - - - | 3 10 10 | 15 0 0 |
| Bedford, in Leigh - - N.S. | 200 0 0 | 1844 | | |
| Belfield (Messrs. Benecke's) - N.S. 3 | - - - | - - - | 5 0 11½ | 573 1 0 |
| Bickerstaffe - - - N.S. 4 | 200 0 0 | 1844 | 17 8 7½ | 1,259 2 4 |
| Billinge - - - - N.S. | 56 10 0 | 1847 | | |

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| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| LANCASHIRE—*cont.* | | | | |
| Birch, St. James' (in Manchester) - - - N.S. 3 | - - - | - - - | 6 6 9 | 643 15 0 |
| Birch, St. Mary's (in Middleton) - - - - N.S. | *75 0 0 | 1836 | | |
| " " " - - " | *46 0 0 | 1836 | | |
| Birchley - " " - - R.C. 11 | 775 0 0 | 1861 | - - - | 19 11 6 |
| Bispham, Parish Church School - - | 30 0 0 | 1841 | | |
| Birkdale - - - - Ch. of E. 10 | - - - | - - - | - - - | 22 0 0 |
| Blackburn (Mr. Sparrow's) - R.C. 3 | - - - | - - - | 15 1 7½ | 702 7 4 |
| Blackburn (Nova Scotia) - B.S. | *150 0 0 | 1836 | | |
| Blackburn, St. Alban's - R.C. 3 | - - - | - - - | 6 5 0 | 421 0 0 |
| Blackburn, St. Anne's, Boys - R.C. 3 | - - - | - - - | 22 15 9¼ | 906 0 8 |
| Blackburn, St. Anne's, Girls - R.C. 3 | - - - | - - - | - - - | 96 14 4 |
| Blackburn, St. John's - - N.S. 11 | 800 0 0 | 1845 | 10 14 2½ | 815 7 10 |
| Blackburn, St. Lukes' (late Bank Top) - - - - N.S. 11 | 740 0 0 | 1856 | 5 7 7 | 418 9 2 |
| Blackburn, St. Luke's, Infants - N.S. | - - - | - - - | 4 0 2½ | |
| Blackburn, St. Michael's - N.S. 7 | 258 0 0 | 1849 | 12 7 8¾ | 604 2 8 |
| " " " - " | 35 0 0 | 1856 | | |
| " " " - " | 11 6 8 | 1858 | | |
| Blackburn, St. Paul's - Ch. of E. 10 | 1,207 0 0 | 1860 | 2 9 4½ | 138 13 4 |
| Blackburn, St. Peter's - N.S. 11 | - - - | - - - | 8 19 10½ | 96 6 4 |
| Blackburn, Trinity - - N.S. 11 | 294 0 0 | 1844 | 16 14 9½ | 862 5 10 |
| " " - - " | 124 0 0 | 1856 | | |
| Blackley - " - - Ch. of E. 3 | - - - | - - - | - - - | 2 10 0 |
| Blackley (Crab Lane) - - N.S. 3 | 100 0 0 | 1843 | 29 18 1½ | 145 13 8 |
| " " " - - " | 21 0 0 | 1844 | | |
| " " " - - " | 53 0 0 | 1847 | | |
| Blackley, Infants' - Ch. of E. 3 | 197 0 0 | 1858 | - - - | 110 10 0 |
| Blackpool - - - Wes. 9 | - - - | - - - | 2 8 0½ | 34 7 6 |
| Blackpool, Girls' - - N.S. 6 | - - - | - - - | - - - | 60 15 0 |
| Blackpool, St. John's - Ch. of E. 6 | 367 0 0 | 1857 | - - - | 220 1 8 |
| Blackrod - - - - - N.S. 3 | 450 0 0 | 1846 | 1 11 5½ | 686 9 4 |
| " - - - - " | 78 0 0 | 1856 | | |
| Bolton-le-Moors - - B.S. 4 | *250 0 0 | 1837 | 5 7 9 | 843 6 0 |
| Bolton-le-Moors, Girls - - Par. 6 | - - - | - - - | 3 4 2 | 9 11 8 |
| Bolton - le - Moors, (Bridge Street) - - - - Wes. 9 | 311 0 0 | 1850 | 27 4 1½ | 2,018 19 0 |
| " " " (Fletcher Street) - - - Wes. 4 | - - - | - - - | *a*14 0 0 | |
| Bolton-le-Moors, Christ's Ch. - N.S. 6 | 540 0 0 | 1847 | 25 0 2 | 1,011 15 0 |
| " " - - " | 21 0 0 | 1858 | 23 9 8¼ | 1,842 2 0 |
| Bolton-le-Moors (Emmanuel District) - - - - N.S. 5 | 250 0 0 | 1845 | 21 4 8¼ | 2,029 5 0 |
| " " " - - " | 100 0 0 | 1852 | | |
| " " " - - " | 123 13 4 | 1855 | | |
| Bolton-le-Moors, Industrial Ragged School - - - 9 | - - - | - - - | 1 9 2½ | 457 10 6 |
| Bolton-le-Moors, Holy Trinity, (Trinity St.) - - - - N.S. 6 | *240 0 0 | 1838 | 46 6 3½ | 3,125 4 2 |
| " " " - - " | 155 0 0 | 1847 | | |
| " " " - - " | 22 10 0 | 1856 | | |
| " " " - - " | 120 0 0 | 1856 | - - - | |
| " " " - - " | 67 10 0 | 1859 | - - - | |
| Bolton-le-Moors, Holy Trinity, (Lever St.) - - - N.S. | 1,737 0 0 | 1861 | 7 18 9¾ | |
| Bolton-le-Sands, Industrial - N.S. 6 | 65 16 0 | 1850 | 2 4 6½ | 8 6 8 |
| Bolton, Little, All Saints' - N.S. 6 | 600 0 0 | 1848 | 12 19 11¼ | 1,655 15 8 |
| " " " - - " | 160 0 0 | 1856 | | |
| Bolton, Little, St. George's - N.S. 6 | 500 0 0 | 1848 | 28 13 5½ | 1,079 2 0 |
| " " " - - " | 30 0 0 | 1855 | | |
| Bolton, St. Mary's - - R.C. 11 | - - - | - - - | 2 10 2½ | 13 1 8 |
| Bolton, St. Peter's and St. Paul's R.C. 12 | 622 0 0 | 1859 | 31 13 3¾ | 1,436 10 10 |
| Bootle - - - - N.S. 9 | *200 0 0 | 1836 | 8 4 4 | 1,609 0 4 |
| Bootle - - - - R.C. 1 | - - - | - - - | - - - | 11 14 0 |
| Brathay District - - - N.S. 6 | - - - | - - - | 2 0 0½ | 70 7 0 |
| Bretherton (Free Endowed) Ch. of E. | 126 0 0 | 1852 | 1 3 8¾ | |
| Brierecliffe, St. James' - N.S. 7 | 492 0 0 | 1856 | 9 8 0 | 301 6 0 |
| Brierfield - - - N.S. 7 | 247 0 0 | 1850 | 9 0 0½ | 134 14 0 |

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| LANCASHIRE—*cont.* | | | | |
| Brindle Heath, Infants - N.S. 4 | 292 0 0 | 1859 | 2 2 2 | 132 0 0 |
| Brooksbottoms - - Wes. 9 | - - - | - - - | 23 12 3 | 1,169 9 4 |
| Broughton in Furness - Ch. of E. 5 | - - - | - - - | - - - | 22 11 0 |
| Broughton, Lower - Ch. of E. | 913 0 0 | 1859 | | |
| Broughton, St. John's - - N.S. 2 | - - - | - - - | - - - | 16 5 0 |
| Brownedge, St. Mary's - - R.C. 8 | - - - | - - - | 1 7 9 | 6 5 0 |
| Buckhurst - - - N.S. | *112 0 0 | 1840 | 1 3 3 | |
| " - - - " | 143 0 0 | 1840 | | |
| " - - - " | 23 0 0 | 1849 | | |
| Buersill and Lower Place - N.S. 4 | 250 0 0 | 1846 | 4 17 3 | 620 5 6 |
| " " - - " | 51 0 0 | 1860 | | |
| Burnage - - - N.S. | 337 0 0 | 1860 | | |
| Burnley - - - - N.S. 7 | *100 0 0 | 1836 | 60 3 3½ | 2,725 9 8 |
| Burnley - - - - Wes. 9 | 807 0 0 | 1852 | 37 1 2½ | 1,985 17 4 |
| " - - - " | - - - | - - - | a15 0 0 | |
| Burnley, St. James' - - N.S. 7 | *200 0 0 | 1840 | 5 18 2½ | 1,191 4 0 |
| " " - - " | 100 0 0 | 1844 | | |
| " " - - " | 177 0 0 | 1857 | | |
| Burnley, St. Peter's (Pickup Croft), Infants - - N.S. 7 | 299 0 0 | 1847 | - - - | 4 3 4 |
| Burnley, (Fulledge Meadow) School of Hope - - - 2 | - - - | - - - | 10 2 9½ | 261 5 0 |
| Burnley, Lanebridge (St. Paul's) N.S. 7 | 568 0 0 | 1847 | 17 2 5½ | 734 6 0 |
| Burnley, Lane Head - - N.S. 6 | 50 0 0 | 1844 | 8 2 8½ | 253 14 0 |
| Burnley, St. Aloysius' - - R.C. 3 | - - - | - - - | 3 3 10 | 272 8 4 |
| Burnley, St. Mary's - - R.C. 3 | - - - | - - - | 11 17 8½ | 582 16 6 |
| Burscough Hall - - - R.C. 4 | - - - | - - - | 2 3 8½ | 5 18 0 |
| Bury, Central - - - N.S. 5 | - - - | - - - | 4 3 2 | 329 1 8 |
| Bury (Clerke Street) - - - Wes. 9 | - - - | - - - | 27 18 1½ | 1,520 18 8 |
| Bury, Holy Trinity - - - N.S. 4 | 473 0 0 | 1851 | 16 14 5½ | 1,807 4 4 |
| " " - - " | 40 0 0 | 1855 | | |
| Bury, Industrial and Reformatory - - - - - | - - - | - - - | - - - | 36 5 9 |
| Bury, Ragged School - - - - | - - - | - - - | 1 14 0 | |
| Bury, St. John's - - - N.S. 4 | 370 0 0 | 1849 | 6 17 2½ | 229 15 6 |
| Bury, St. Marie's - - - R.C. 11 | - - - | - - - | 7[19 7½ | 15 15 0 |
| Bury, St. Paul's - - - N.S. | 150 0 0 | 1844 | 3 6 1½ | |
| Busk, Infant School - - - 7 | *93 0 0 | 1837 | 1 16 1 | 29 6 0 |
| " " - - - " | 45 0 0 | 1843 | | |
| Cartmel - - - - N.S. 6 | 554 0 0 | 1861 | 5 7 4 | 8 6 8 |
| Cartmel Grammar School | 58 4 0 | 1846 | | |
| Castleton Moor - - - Ch. of E. 3 | - - - | - - - | 5 9 2 | 458 6 0 |
| Catforth - - - - N.S. 11 | - - - | - - - | - - - | 20 16 8 |
| Caton - - - - N.S. 5 | 226 0 0 | 1850 | - - - | 569 18 4 |
| Charlestown - - - - B.S. | *75 0 0 | 1835 | | |
| " - - - - " | *40 0 0 | 1837 | | |
| Charlestown, Juvenile and Inft. N.S. 1 | 417 12 0 | 1858 | 3 12 7 | 126 14 0 |
| Charlestown, St. George's - N.S. 1 | - - - | - - - | 16 11 4½ | 697 12 2 |
| Charnock Richard - - Ch. of E. 11 | 341 0 0 | 1859 | 3 7 9½ | 24 11 0 |
| Chatburn - - - - N.S. 6 | 248 0 0 | 1850 | 6 18 2 | 511 1 8 |
| Chipping - - - - R.C. 4 | - - - | - - - | 1 6 8 | 5 2 0 |
| Chorley - - - - Wes. 3 | - - - | - - - | 7 10 0½ | 63 14 8 |
| Chorley, Parish - - - N.S. 3 | *156 0 0 | 1835 | 8 12 3½ | 235 5 0 |
| " " - - - " | 150 0 0 | 1849 | | |
| " " - - - " | 53 0 0 | 1857 | | |
| Chorley, St. George's - - N.S. 3 | 188 0 0 | 1857 | 26 2 3 | 1,251 4 2 |
| Chorley, St. Mary's - - R.C. 6 | 500 0 0 | 1857 | 23 5 4 | 1,015 11 4 |
| Chorley, St. Peter's (Eaves Lane) N.S. | 94 0 0 | 1842 | | |
| " " " " " | 160 0 0 | 1861 | | |
| Chorlton-cum-Hardy - - N.S. 5 | 150 0 0 | 1846 | 4 6 4½ | 222 12 11 |
| Chorlton-on-Medlock, St. Stephen's N.S. 5 | - - - | - - - | - - - | 145 4 8 |
| Church Coniston - - Ch. of E. 6 | - - - | - - - | 6 13 4½ | 217 18 4 |
| Churchkirk Church School - - | - - - | - - - | 5 14 5½ | |
| Churchtown - - - - B.S. | *35 0 0 | 1837 | - - - | |
| Churchtown and Crossens - N.S. | *108 0 0 | 1838 | - - - | |
| Clayton-le-Moors - - N.S. 7 | 118 0 0 | 1842 | 10 4 2½ | 327 18 4 |
| " " - - - " | 343 19 10 | 1857 | | |
| " " - - - " | 90 0 0 | 1857 | | |
| " " - - - " | 210 0 0 | 1859 | | |

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|---|---|---|---|---|
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| **Lancashire**—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Clayton-le-Woods - - N.S. | 40 0 0 | 1846 | 1 0 11 | |
| Clitheroe - - - R.C. | - - - | - - - | 10 1 3 | |
| Clitheroe - - - Wes. 4 | - - - | - - - | 4 3 4 | 114 13 0 |
| Clitheroe, Parish - - N.S. 6 | *300 0 0 | 1840 | 5 0 0½ | 228 3 8 |
| " " - - | 52 3 2 | 1859 | | |
| Clitheroe, St. James' - N.S. 6 | 150 0 0 | 1841 | - - - | 14 11 8 |
| " " - - | 160 0 0 | 1843 | | |
| Cockerbrook " - - B.S. | *50 0 0 | 1838 | | |
| Cockerham - - Free Par. 5 | 96 0 0 | 1860 | 2 18 4 | 52 17 0 |
| Coldhurst - - Ch. of E. 2 | 554 2 0 | 1857 | 2 18 4 | 26 12 8 |
| Collyhurst, St. Catherine's New Town - - - N.S. 1 | 438 0 0 | 1851 | 12 16 8¼ | 181 2 0 |
| " " " - - " | 23 6 8 | 1856 | | |
| Colne - - - N.S. 7 | 500 0 0 | 1844 | 16 13 9¼ | 1,348 7 8 |
| Colne, Ch. Ch. - - N.S. | 150 0 0 | 1842 | 5 0 0 | |
| Colne (Waterside) - N.S. 7 | 380 0 0 | 1848 | 11 0 0 | 450 0 4 |
| Colton in Milnthorpe - N.S. 6 | - - - | - - - | - - - | 89 19 4 |
| Coppull - - - N.S. 10 | 216 0 0 | 1847 | 9 13 10½ | 520 13 6 |
| Cornholme School - - 2 | - - - | - - - | 4 6 8 | 179 5 0 |
| Cottam - - - R.C. | - - - | - - - | 2 10 0 | 34 16 8 |
| Cowhill - - - Wes. 7 | - - - | - - - | 4 15 0¾ | 402 3 2 |
| Crawshaw Booth - N.S. 5 | - - - | - - - | - - - | 46 10 0 |
| Croft Endowed - - Ch. of E. | 217 0 0 | 1856 | | |
| Crompton (East) - Ch. of E. 4 | 750 0 0 | 1857 | 4 3 4 | 261 10 8 |
| Crompton, High - - N.S. 4 | 284 0 0 | 1848 | 6 1 7½ | 455 14 0 |
| " " - - | 48 0 0 | 1857 | | |
| Crosby, Great - - N.S. 10 | 72 0 0 | 1842 | - - - | 13 1 0 |
| Crosby, Great - - R.C. | 449 0 0 | 1861 | 5 8 4 | |
| Crumpsall, Lower - N.S. 4 | 494 10 0 | 1851 | 10 5 10½ | 389 19 9 |
| Cunscough - - - R.C. 4 | - - - | - - - | 2 15 0 | 5 15 0 |
| Darwen (Over) - - N.S. 11 | *200 0 0 | 1839 | - - - | 199 9 8 |
| Davyhulme - - Wes. 11 | - - - | - - - | 10 8 1 | 464 12 4 |
| " " - - | - - - | - - - | a6 13 4 | |
| Deane (at Rumworth) - N.S. 6 | *50 0 0 | 1838 | 8 5 9 | 821 3 4 |
| " " - - | 70 0 0 | 1852 | | |
| " " - - | 20 0 0 | 1856 | | |
| Denton, Ch. Ch. - - N.S. 2 | 500 0 0 | 1848 | 2 10 6½ | 928 5 2 |
| Denton and Haughton - N.S. 3 | 500 0 0 | 1855 | 3 6 6 | 171 18 8 |
| Derby, West - - - Par. 11 | 1,567 13 0 | 1861 | - - - | 669 11 6 |
| Derby, West - - - P.U. 12 | - - - | - - - | - - - | 99 15 0 |
| Didsbury, Endowed - N.S. 3 | 60 0 0 | 1852 | 18 6 11¼ | 1,097 7 2 |
| " " - - | 40 0 0 | 1859 | | |
| Didsbury and Barlow Moor - Wes. 10 | - - - | - - - | 4 3 4½ | |
| Ditton - - - R.C. | - - - | - - - | 3 0 0 | |
| Downham - - - N.S. 7 | *75 0 0 | 1840 | 2 15 6½ | 107 3 10 |
| Droylesden - - B.S. 7 | - - - | - - - | 16 12 8½ | 2,437 4 4 |
| Eagley Mills - - B.S. 4 | - - - | - - - | 12 14 0¾ | 1,110 7 4 |
| Earlestown, District Infant - N.S. 10 | 614 0 0 | 1858 | 8 2 4½ | 273 5 4 |
| Eccles (Broomhouse Lane) - N.S. 2 | - - - | - - - | 3 2 11 | 406 6 8 |
| Eccles, St. Mary's - - R.C. | - - - | - - - | 11 0 3 | |
| Eccles (Weaste Lane) - N.S. 5 | 201 0 0 | 1849 | 3 10 0 | 369 3 0 |
| Eccles - - - N.S. | - - - | - - - | 3 11 0 | |
| Eccleston, St. Thomas' - N.S. 1 | 305 0 0 | 1843 | 20 0 0 | 7 7 0 |
| " " - - | 52 6 0 | 1861 | | |
| Edenfield - - - N.S. | 629 0 0 | 1861 | 8 6 8 | |
| Edgworth - - - N.S. | *45 0 0 | 1836 | | |
| Egerton - - - B.S. 9 | - - - | - - - | 9 10 4½ | 530 3 6 |
| Ellel - - - N.S. 5 | 641 0 0 | 1860 | 12 1 4½ | 401 6 4 |
| Ellel - - - B.S. | - - - | - - - | 1 4 5½ | |
| Elton, All Saints' - N.S. 5 | 574 0 0 | 1848 | 11 1 1 | 353 14 4 |
| Euxton - - - N.S. | *126 0 0 | 1837 | | |
| Euxton, St. Mary's - R.C. 4 | - - - | - - - | 6 1 6¾ | 300 18 6 |
| Everton and Kirkdale - N.S. | - - - | - - - | 26 16 3½ | |
| Everton, Great Homer Street - Wes. | - - - | - - - | 9 3 4½ | |
| Everton, Ch. Ch. - - N.S. 10 | 860 0 0 | 1860 | 20 18 11 | 1,803 16 0 |
| Everton, St. Chrysostom's (Mill Street) - - - N.S. 10 | 100 0 0 | 1845 | 45 18 2½ | 2,155 10 10 |
| " " - - " | 77 0 0 | 1855 | | |
| " " - - " | 461 19 8 | 1857 | | |
| Everton, St. George's - Ch. of E. 10 | 1700 0 0 | 1859 | 20 11 8¼ | 1,801 13 2 |

a Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| LANCASHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Everton, St. Peter's - - N.S. 9 | 1650 0 0 | 1857 | 42 11 8 | 1,400 3 0 |
| Ewood Bridge - - - N.S. | *70 0 0 | 1839 | | |
| Failsworth - - - N.S. 3 | *270 0 0 | 1837 | 6 14 8½ | 1,478 18 4 |
| " - - - " | 7 4 0 | 1851 | | |
| " - - - " | 8 5 0 | 1854 | | |
| " - - - " | 6 16 0 | 1857 | | |
| Fairfield, Moravian School - - 3 | - - - | - - - | - - - | 442 14 8 |
| Falinge Infant School - - - 3 | - - - | - - - | - - - | 2 10 0 |
| Farnworth (near Bolton) - Wes. 4 | - - - | - - - | 17 19 3 | 672 8 6 |
| " " " - " | - - - | - - - | *a*14 0 0 | |
| Farnworth (near Warrington) - N.S. 10 | 90 0 0 | 1845 | 10 2 6½ | 946 19 4 |
| " " " - " | 10 0 0 | 1845 | | |
| " " " - " | 70 0 0 | 1846 | | |
| " " " - " | 34 0 0 | 1856 | | |
| " " " - " | 64 10 0 | 1859 | | |
| Farnworth, St. John's, near Bolton - - - N.S. 5 | *250 0 0 | 1836 | 2 9 9½ | 1,088 2 2 |
| " " " - " | 105 0 0 | 1843 | | |
| " " " - " | 100 0 0 | 1849 | | |
| " " " - " | 20 0 0 | 1855 | | |
| " " " - " | 45 0 0 | 1857 | | |
| Far Sawry and Hawkshead - N.S. | *60 0 0 | 1835 | | |
| Fence - - - - N.S. 7 | 182 0 0 | 1846 | 4 3 9¼ | 20 11 0 |
| " - - - " | 48 0 0 | 1856 | | |
| Fernyhalgh, St. Mary's - - R.C. 4 | - - - | - - - | 3 1 8½ | 180 6 8 |
| Fleetwood on Wyre, St. Mary's R.C. 4 | - - - | - - - | 1 13 4 | 239 4 0 |
| Fleetwood, Testimonial - - N.S. 5 | 286 0 0 | 1847 | 16 8 6½ | 1,436 19 10 |
| Flixton - - - - Par. 5 | 400 0 0 | 1861 | - - - | 83 14 0 |
| Foulridge - - - - N.S. 7 | 270 0 0 | 1855 | 3 16 7½ | 27 16 0 |
| Freckleton - - - - N.S. 4 | *63 0 0 | 1840 | 4 0 0½ | 45 7 0 |
| Garstang, St. Michael's - - N.S. | 104 0 0 | 1845 | - - - | 21 10 0 |
| Garstang - - - - R.C. 3 | 432 0 0 | 1858 | 8 12 5 | 444 16 4 |
| Garston - - - - N.S. 11 | - - - | - - - | 4 3 4½ | 113 19 2 |
| Gillmoss, St. Swithin's - R.C. 6 | - - - | - - - | 6 0 0 | 239 17 4 |
| Glasson - - - Ch. of E. 6 | 80 0 0 | 1861 | 4 18 0½ | 131 4 0 |
| Glodwick, Ch. Ch. - - N.S. 5 | 550 0 0 | 1856 | 2 9 5 | 162 18 4 |
| Golborne - - - - N.S. 6 | - - - | - - - | 11 4 2½ | 428 7 8 |
| Goodshaw Booth - - N.S. | *234 0 0 | 1838 | | |
| Goodshaw and Loveclough - N.S. 5 | 117 0 0 | 1847 | 4 1 8 | 143 19 0 |
| Gorton - - - - N.S. | *142 0 0 | 1839 | | |
| Gorton, St. Patrick's - - R.C. | 199 10 0 | 1861 | | |
| Green Howarth - - Ch. of E. | 304 0 0 | 1860 | | |
| Grimshaw Park - - - N.S. 11 | 1,555 0 0 | 1859 | 8 4 7½ | 591 6 8 |
| Habergham, All Saints' - N.S. 8 | 228 0 0 | 1851 | 26 0 6 | 2,706 19 6 |
| Habergham Eaves - - N.S. 7 | 200 0 0 | 1841 | 27 2 4 | 1,475 7 2 |
| " " - - " | 200 0 0 | 1844 | | |
| " " - - " | 70 0 0 | 1853 | | |
| " " - - " | 64 0 0 | 1855 | | |
| Haigh - - - - N.S. 11 | - - - | - - - | - - - | 450 15 0 |
| Halewood - - - - N.S. 11 | 60 0 0 | 1848 | - - - | 175 1 0 |
| " - - - " | 22 0 0 | 1855 | | |
| Halliwell, Dean Mills - - B.S. 4 | - - - | - - - | 8 9 6½ | 1,315 1 0 |
| Halliwell, St. Luke's - - Ch. S. 6 | - - - | - - - | 8 6 8 | 54 9 0 |
| Halliwell, St. Paul's - - N.S. 6 | 808 0 0 | 1860 | 11 17 10½ | 750 7 2 |
| Halliwell, St. Peter's Jubilee School - - - 6 | - - - | - - - | 3 18 6 | 179 18 4 |
| Halsall - - - - N.S. 4 | - - - | - - - | 3 16 0½ | 763 14 0 |
| Halton - - - - N.S. 6 | - - - | - - - | 1 0 5½ | 303 15 6 |
| Hambleton - - - N.S. | *40 0 0 | 1836 | | |
| Hamer, St. John's - - N.S. 5 | - - - | - - - | 7 7 0½ | 236 6 0 |
| Hardfield - - - N.S. 3 | 220 0 0 | 1841 | 8 6 7 | 179 15 0 |
| " - - - " | 12 2 6 | 1860 | | |
| Harpurhey - - - N.S. 3 | - - - | - - - | 14 6 9½ | 1,010 6 10 |
| Harwood, Great - - N.S. 11 | *123 0 0 | 1838 | 10 9 7½ | 568 3 4 |
| " " - - " | 14 13 4 | 1856 | | |
| " " - - " | 125 0 0 | 1857 | | |
| Harwood, Ch. Ch. - - N.S. 7 | 36 0 0 | 1856 | - - - | 201 2 0 |
| " " - - " | 140 0 0 | 1856 | | |
| Harwood, Great, St. Hubert's - R.C. 4 | - - - | - - - | - - - | 155 14 10 |
| Haslingden - - - N.S. | 318 2 6 | 1854 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| LANCASHIRE—*cont.* | | | | |
| Haslingden - - - Wes. 2 | - - - | - - - | 9 7 2 | 294 16 8 |
| Haslingden, The Grane - N.S. 5 | *120 0 0 | 1837 | 5 17 9½ | 202 0 0 |
| Haughton Dale Mills School - 2 | - - - | - - - | - - - | 76 7 0 |
| Hawkshead - - - N.S. 6 | - - - | - - - | 3 10 10½ | 267 19 2 |
| Hawkshaw Lane - - - N.S. | - - - | - - - | 1 0 0 | |
| Haydock - - - - N.S. | *120 0 0 | 1839 | 1 18 7 | |
| Healey - - - - N.S. 4 | 315 0 0 | 1853 | 14 1 6½ | 586 1 0 |
| " - - - - " | 30 0 0 | 1857 | | |
| " - - - - " | 20 0 0 | 1858 | | |
| Heaton Mersey, St. John's Ch. of E. 12 | 747 0 0 | 1858 | 6 7 5½ | 282 16 8 |
| Heaton Norris, Ch. Ch. - N.S. | - - - | - - - | 3 2 11½ | |
| Helen's St. (Church Street, Infant and Sunday School - - - | 165 0 0 | 1841 | | |
| Helen's, St. (Duke Street) Ch. of E. 2 | 200 0 0 | 1861 | - - - | 2 8 4 |
| Helen's, Saint - - - Wes. 5 | 500 0 0 | 1855 | 21 0 1 | 614 18 0 |
| Helen's, St., (Cowley's Charity) B.S. | 265 0 0 | 1847 | | |
| Helen's, Saint, St. Joseph's - R.C. 5 | 740 0 0 | 1857 | 14 7 0 | 313 15 4 |
| Helen's, Saint (Lowe House) - R.C. 5 | - - - | - - - | 31 12 4 | 1,439 15 6 |
| Helen's, Saint (Moreflat) - N.S. 2 | - - - | - - - | 13 13 11½ | 1,130 11 2 |
| " - - - - " | - - - | - - - | 56 13 4 | |
| Helen's, Saint (Greenbank) - R.C. 5 | - - - | - - - | 6 0 0½ | 184 16 4 |
| Helen's, Saint (Parr Mount), Holy Trinity - - - N.S. 2 | 133 13 4 | 1854 | 6 12 9¾ | 369 2 4 |
| " - - - - " | 276 0 0 | 1860 | | |
| Hey Houses and Sabden - N.S. | *75 0 0 | 1841 | | |
| Heywood, Mechanics' Institute Sch. 4 | - - - | - - - | 6 16 8½ | 349 3 0 |
| Heywood, New Jerusalem Factory - - - - B.S. 3 | - - - | - - - | 15 9 7 | 571 18 8 |
| Heywood, Queen Street - Wes. 3 | - - - | - - - | 2 0 7½ | 145 10 0 |
| Heywood, St. James' - - N.S. 3 | *360 0 0 | 1838 | 14 6 1½ | 1,281 7 2 |
| " " - - - " | 18 15 0 | 1854 | " | |
| " " - - - " | 18 11 0 | 1857 | " | |
| " " - - - " | 7 0 0 | 1859 | " | |
| Heywood, St. James' (Heady Hill) - - - - N.S. 3 | 130 0 0 | 1842 | 11 17 8½ | 219 16 0 |
| " " - - - " | 50 0 0 | 1843 | | |
| " " - - - " | 50 0 0 | 1849 | | |
| " " - - - " | 5 5 0 | 1860 | | |
| Heywood, St. Luke's, William Street - - - - N.S. 3 | *78 0 0 | 1836 | 20 6 4½ | 2,094 10 0 |
| " " - - - " | 28 0 0 | 1842 | | |
| " " - - - " | 14 0 0 | 1850 | | |
| " " - - - " | 25 0 0 | 1851 | | |
| " " - - - " | 1,815 0 0 | 1860 | | |
| Higham - - - - N.S. | *50 0 0 | 1838 | 0 11 5½ | |
| Hindley - - - Ch. of E. 1 | - - - | - - - | 7 14 11½ | 357 13 4 |
| Hindley - - - - Wes. 5 | - - - | - - - | - - - | 14 5 0 |
| Hippings - - - Wes. 4 | - - - | - - - | 12 4 0½ | 519 4 6 |
| Hoddlesden - - - N.S. 11 | 171 0 0 | 1853 | 12 9 10½ | 456 15 4 |
| Holden Fold - - - N.S. 7 | 32 0 0 | 1855 | 5 1 11½ | 233 15 4 |
| " - - - - " | - - - | - - - | *a* 6 13 4 | |
| Holker - - - - N.S. 6 | - - - | - - - | - - - | 36 5 0 |
| Hollinbank, Evening - - B.S. | - - - | - - - | 1 5 0 | |
| Hollins - - - Wes. 2 | - - - | - - - | - - - | 39 7 10 |
| Hollinwood - - - N.S. 3 | *180 0 0 | 1838 | 9 12 2½ | 432 1 2 |
| " - - - - " | 22 8 0 | 1858 | | |
| Hoole - - - - N.S. | 200 0 0 | 1851 | 1 10 1¾ | |
| Hornby - - - N.S. | - - - | - - - | 1 13 4 | |
| Horwich - - - N.S. 5 | - - - | - - - | 3 9 2¼ | 126 11 4 |
| Hulme, Holy Trinity - N.S. 2 | *208 0 0 | 1840 | 25 1 8 | 1,432 19 4 |
| Hulme, St. George's - N.S. 2 | - - - | - - - | - - - | 327 6 8 |
| Hulme, St. John's - N.S. 2 | 902 0 0 | 1857 | 19 19 8 | 804 13 0 |
| Hulme, St. Mark's - Ch. of E. 4 | 428 2 9 | 1859 | - - - | 1,217 7 0 |
| Hulme, St. Mary's - N.S. 12 | - - - | - - - | - - - | 7 9 0 |
| Hume, St. Philip's - N.S. 2 | 2,400 0 0 | 1859 | 18 9 0½ | 680 4 2 |
| Hulme, Wilmot Street Free Sch. 2 | - - - | - - - | 5 0 0½ | 295 5 10 |
| Hurst - - - - N.S. 4 | 384 0 0 | 1849 | 6 11 0½ | 139 3 0 |
| Hurst - - - - B.S. 7 | - - - | - - - | 22 3 11½ | 1,487 19 8 |
| Hurst Green - - - N.S. | 60 0 0 | 1843 | 2 8 0½ | |
| Hurst Green - - - R.C. 3 | - - - | - - - | 14 0 9½ | 592 4 6 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| LANCASHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Ince, St. Catherine's - N.S. 12 | 419 12 6 | 1851 | 14 17 5½ | 544 15 8 |
| " - - - " | 32 10 0 | 1861 | | |
| Ince Blundell - - R.C. 2 | - - - | - - - | 3 14 10 | 179 9 8 |
| Ingleton - - N.S. 3 | - - - | - - - | - - - | 63 6 0 |
| Inskip - - N.S. 5 | 80 0 0 | 1848 | 12 12 8½ | 223 15 0 |
| Irlams o' the Height - B.S. 10 | - - - | - - - | 5 3 1 | 680 11 0 |
| Irwell or Bury (Peel Street) - N.S. 3 | *225 0 0 | 1837 | 7 3 4½ | 762 7 0 |
| " " " " | 75 0 0 | 1848 | | |
| Kersall, St. Paul's, - - N.S. 3 | - - - | - - - | *a*10 0 0 | 485 16 4 |
| Kirkby - - N.S. 8 | - - - | - - - | 4 11 5 | 417 1 2 |
| Kirkdale Industrial - - P.U. 11 | - - - | - - - | - - - | 1,089 5 10 |
| Kirkdale, St. Mary's (Boys) - N.S. 11 | 150 0 0 | 1845 | 7 10 9½ | 150 15 0 |
| Kirkdale, St. Mary's (Girls and Infants) - - N.S. 11 | - - - | - - - | - - - | 202 8 0 |
| Kirkham - - N.S. 4 | - - - | - - - | 10 19 2 | 707 3 4 |
| Kirkham, The Willows - R.C. 5 | - - - | - - - | 9 10 0 | 66 6 8 |
| Knotty Ash, St. John the Evangelist - - Par. 9 | - - - | - - - | 1 8 2 | 227 1 4 |
| Knowsley - - N.S. 6 | - - - | - - - | - - - | 463 0 10 |
| Lancaster - - B.S. 4 | *150 0 0 | 1835 | 13 5 4 | 951 18 2 |
| " - - - " | 11 11 11 | 1854 | | |
| Lancaster - - R.C. 3 | - - - | - - - | 21 13 10 | 1,176 11 8 |
| Lancaster, Parish, Boys - N.S. 5 | 10 0 0 | 1855 | 32 11 9½ | 2,536 8 0 |
| " " " - " | 110 0 0 | 1861 | | |
| Lancaster, Girls and Infants - N.S. 5 | 140 0 0 | 1856 | 10 7 9 | 554 15 8 |
| Lancashire (East) Union of Institutes - - - 1 | - - - | - - - | 11 18 4½ | 152 10 0 |
| " " " - - | - - - | - - - | *a*29 7 0 | |
| Comprising :— | | | | |
| Accrington - - 11 | - - - | - - - | - - - | 23 6 8 |
| Burnley, (1) - - 11 | - - - | - - - | - - - | 50 0 0 |
| Burnley (2) - - 11 | - - - | - - - | - - - | 50 0 0 |
| Crawshaw Booth - - 11 | - - - | - - - | - - - | 30 0 0 |
| Haslingden - - 11 | - - - | - - - | - - - | 30 0 0 |
| Nelson in Marsden - - 11 | - - - | - - - | - - - | 28 1 9 |
| Newchurch-in-Rosendale - 11 | - - - | - - - | - - - | 30 0 0 |
| Padiham - - - 11 | - - - | - - - | - - - | 30 0 0 |
| Padiham, Literary Institute - 11 | - - - | - - - | - - - | 23 16 8 |
| Rawtenstall - - 11 | - - - | - - - | - - - | 30 0 0 |
| Lancaster, St. Ann's, Infants - N.S. 6 | - - - | - - - | 1 6 9 | 201 1 8 |
| Lancaster, St. Thomas' - - N.S. 5 | 800 0 0 | 1847 | 27 10 4½ | 1,138 19 8 |
| " " - - " | 66 13 4 | 1853 | | |
| " " - - " | 11 0 0 | 1859 | | |
| " " - - " | 17 0 0 | 1860 | | |
| " " - - " | 30 0 0 | 1861 | | |
| Lathom, St. James' - - N.S. 5 | 260 0 0 | 1854 | 4 13 7 | 132 12 0 |
| Lea - - R.C. 5 | 250 0 0 | 1861 | 1 0 10 | 99 18 4 |
| Lees Zion, Methodist New Connexion Day School - - 3 | - - - | - - - | 42 3 6 | 2,007 5 8 |
| Leigh - - Wes. 9 | - - - | - - - | 6 9 3 | 328 1 6 |
| Leigh - - N.S. 3 | 325 0 0 | 1841 | 5 16 5½ | 231 11 8 |
| Leigh, Lately Common - N.S. | 45 0 0 | 1841 | | |
| Lever (Little) - - N.S. | 209 0 0 | 1854 | | |
| Levenshulme - - N.S. 1 | 494 0 0 | 1856 | 6 0 0 | 292 8 6 |
| Leverbridge - - N.S. 6 | - - - | - - - | - - - | 212 0 4 |
| Leyland - - N.S. 3 | *232 0 0 | 1839 | 6 12 8 | 516 12 4 |
| " - - - " | 70 0 0 | 1845 | | |
| Lindale in Marton - N.S. | - - - | - - - | 4 6 8 | |
| Lindale (in Cartmel) - N.S. | *50 0 0 | 1838 | | |
| Litherland - - R.C. | - - - | - - - | 4 12 0 | 523 19 6 |
| Littleborough - - N.S. | 170 0 0 | 1846 | | |
| Liverpool, Akbar Float Frigate Reformatory School - - 10 | - - - | - - - | 4 3 4 | 1,053 17 0 |
| Liverpool, All Saints' - N.S. 9 | 854 13 4 | 1854 | 17 12 6 | 1,134 0 2 |
| Liverpool, Caledonian School - 11 | - - - | - - - | - - - | 45 1 8 |
| Liverpool, Christ's Church - N.S. 10 | *337 0 0 | 1839 | 30 17 2¼ | 3,850 19 2 |
| " " - - " | 17 6 8 | 1852 | | |
| Liverpool, Cleamner (Vauxhall Road) - - - Wes. 11 | 1,779 0 0 | 1857 | 44 4 0½ | 1,087 5 4 |

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|---|---|---|---|---|
| LANCASHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Liverpool, Edge Hill Reformatory School (44, Mason Street) 2 | - - - | - - - | - - - | 158 18 6 |
| Liverpool, Everton Crescent Industrial - - - 1 | - - - | - - - | - - - | 1,973 14 7 |
| Liverpool, Hackin's Hey - B.S. 11 | - - - | - - - | 7 2 10½ | 257 6 8 |
| Liverpool, Harrington - - B.S. 11 | - - - | - - - | 22 9 8½ | 3,636 5 2 |
| Liverpool, Hibernian - - B.S. 11 | 268 0 0 | 1852 | 27 1 10½ | 2,518 8 7 |
| " " - - " | 150 0 0 | 1853 | | |
| Liverpool, Holy Cross - - R.C. 2 | 1,200 0 0 | 1855 | 21 17 0½ | 1,762 12 2 |
| " " - - " | - - - | - - - | *a*6 13 4 | |
| Liverpool (Hope Street) - B.S. 12 | - - - | - - - | 31 13 7½ | 2,060 1 6 |
| Liverpool, Ragged Industrial S. | - - - | - - - | - - - | 1,860 15 10 |
| Liverpool (Jordan Street) - Wes. 11 | - - - | - - - | 20 12 8½ | 1,265 17 8 |
| Liverpool, Moorfields, Old Church Charity - - - N.S. 9 | - - - | - - - | 12 14 9 | 942 13 6 |
| Liverpool, Mount Vernon Green, Girls' Reformatory - 11 | - - - | - - - | 2 1 8 | 124 8 10 |
| Liverpool, Mount Pleasant - - B.S. 11 | - - - | - - - | 8 11 8 | 465 11 8 |
| Liverpool, North (Bond Street) N.S. 9 | 92 6 8 | 1853 | 10 3 7½ | 3,510 19 10 |
| Liverpool, Practising - - R.C. 1 | - - - | - - - | - - - | 238 16 8 |
| Liverpool, Prescot Street, Brunswick - - - - Wes. 11 | - - - | - - - | 4 17 4½ | 363 19 0 |
| Liverpool Prince Edwin Street) B.S. 11 | - - - | - - - | 6 15 1 | 435 19 4 |
| Liverpool, Russel Street, Welsh Charity School - - - 10 | - - - | - - - | 6 16 10 | 140 11 0 |
| Liverpool, Soho St., Ragged Schs. | - - - | - - - | - - - | 362 9 5 |
| Liverpool (South), Cornwallis St. N.S. 9 | 9 10 8 | 1857 | 34 10 8½ | 2,436 16 4 |
| " " - - " | 3 12 8 | 1857 | | |
| " " - - " | 29 0 0 | 1857 | | |
| Liverpool, St. Andrew's - - N.S. 9 | - - - | - - - | 14 5 9½ | 1,140 14 8 |
| Liverpool, St. Anne's (Edgehill) R.C. 1 | 700 0 0 | 1852 | 10 8 5 | 1,106 3 0 |
| " " - - " | 126 15 5 | 1858 | | |
| Liverpool, St. Anthony's - R.C. 1 | - - - | - - - | 15 10 5½ | 2,983 18 10 |
| Liverpool, St. Augustine's - R.C. 10 | - - - | - - - | 21 3 8 | 2,611 7 2 |
| Liverpool, St. Augustine's - N.S. 2 | *300 0 0 | 1835 | 26 1 2½ | 585 6 6 |
| " " - - " | 951 15 0 | 1853 | | |
| Liverpool, St. Barnabas' - N.S. 10 | 731 0 0 | 1845 | 17 10 6½ | 1,861 15 8 |
| " " - - " | 20 0 0 | 1848 | | |
| " " - - " | 80 1 0 | 1857 | | |
| Liverpool, St. Bartholomew's (Naylor Street) - - N.S. 10 | 328 0 0 | 1843 | 11 18 7 | 1,892 3 8 |
| " " - - " | 6 0 0 | 1849 | | |
| " " - - " | 23 0 0 | 1854 | | |
| " " - - " | 56 10 0 | 1858 | | |
| Liverpool, St. Bride's - - N.S. 9 | *625 0 0 | 1837 | 37 7 2½ | 2,604 12 0 |
| Liverpool, St. Catherine's - N.S. 9 | *200 0 0 | 1837 | - - - | 240 0 8 |
| Liverpool, St. Elizabeth's Reformatory - - - R.C. 2 | - - - | - - - | - - - | 716 14 5 |
| Liverpool, Saint Francis Xavier's R.C. 1 | 800 0 0 | 1854 | 56 19 4 | 1,625 13 6 |
| " " - - " | 428 0 0 | 1858 | | |
| Liverpool, St George's Indus. - R.C. 4 | - - - | - - - | - - - | 67 15 11 |
| Liverpool, St. Helen's - - R.C. 1 | - - - | - - - | - - - | 806 7 10 |
| Liverpool, St. James' (Toxteth Park) - - - - N.S. 9 | 250 0 0 | 1849 | 27 13 4¾ | 2,335 19 0 |
| " " " - " | 39 13 4 | 1853 | | |
| " " " - " | 25 0 0 | 1855 | | |
| Liverpool, St. John's, Toxteth Park, - - - N.S. | *450 0 0 | 1838 | | |
| Liverpool, St. John's - - N.S. 11 | 312 10 0 | 1851 | 13 5 0 | 1,196 5 2 |
| " " - - " | 40 0 0 | 1855 | | |
| Liverpool, St. Jude's (Edge Hill) N.S. 10 | - - - | - - - | 22 9 1½ | 1,851 1 4 |
| Liverpool, St. Luke's - - N.S. 9 | *190 0 0 | 1838 | 11 0 0½ | 1,591 10 4 |
| " " " - " | 12 12 0 | 1853 | | |
| " " - - " | 12 4 0 | 1855 | | |
| Liverpool, St. Mark's - - N.S. 10 | 800 0 0 | 1865 | 17 5 4½ | 2,146 16 4 |
| Liverpool, St. Martin's - N.S. 10 | 650 0 0 | 1845 | 7 7 2½ | 1,332 16 8 |
| Liverpool, St. Mary's, (Edge Hill) - - - Ch. of E. 10 | 1,500 0 0 | 1858 | 35 16 8½ | 2,833 6 0 |
| Liverpool, St. Mary Magdalen Ch. of E. 10 | - - - | - - - | - - - | 13 13 6 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| LANCASHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Liverpool, St. Mary's, (Raye Street) - - - - R.C. 2 | 1,017 0 0 | 1858 | 39 12 2¼ | 2,652 18 2 |
| Liverpool, St. Nicholas' - R.C. 1 | - - - | - - - | 30 15 5½ | 2,474 16 2 |
| Liverpool, St. Oswald's - - R.C. 1 | - - - | - - - | 20 13 9½ | 932 19 0 |
| Liverpool, St. Paul's - Ch. of E. 11 | - - - | - - - | - - - | 246 18 4 |
| Liverpool, St. Paul's (Toxteth Park) - - - - N.S. 10 | 600 0 0 | 1856 | 17 2 2¾ | 1,726 9 2 |
| Liverpool, St. Peter's - - R.C. 1 | - - - | - - - | 19 8 2½ | 1,022 19 0 |
| Liverpool, St. Saviour's - - N.S. 11 | 2,179 0 0 | 1858 | 27 19 8¾ | 1,214 5 8 |
| " " - - " | 98 0 0 | 1860 | | |
| Liverpool, St. Simon's - - N.S. | 700 0 0 | 1857 | 7 1 6¾ | 730 11 0 |
| Liverpool, St. Thomas', (Frederick Street) - - - - N.S. | - - - | - - - | 9 2 9½ | 219 1 8 |
| Liverpool, St. Thomas' (Toxteth Park) - - - - - N.S. 9 | 615 0 0 | 1846 | 43 7 5¾ | 3,172 5 8 |
| " " - - " | 322 0 0 | 1855 | | |
| Liverpool, St. Thomas' and St. William's (Blackstock Street) R.C. 1 | - - - | - - - | 22 10 4½ | 1,770 0 0 |
| " " - - " | - - - | - - - | *a*13 0 0 | |
| Liverpool, St. Thomas' (Mount Vernon Street), B., G., and I. R.C. 1 | 10 0 0 | 1854 | 27 11 4¾ | 1,282 0 10 |
| " Girls' Industrial - R.C. | - - - | - - - | - - - | 1,056 9 3R |
| Liverpool, Toxteth - - B.S. 12 | - - - | - - - | 2 4 5¾ | 576 0 4 |
| Liverpool, Toxteth Park, Holy Trinity - - - Ch. of E. 10 | 949 0 0 | 1861 | 14 1 3¼ | 31 10 9 |
| Liverpool, Toxteth Park Reformatory, (Wellington Road) - - 10 | - - - | - - - | - - - | 187 11 0 |
| Liverpool, Toxteth Park, Industrial Ragged, Girls - 12 | - - - | - - - | - - - | 584 12 0 |
| Liverpool, Trinity - Ch. of E. 11 | - - - | - - - | 6 1 7¼ | 257 12 0 |
| Liverpool, Vauxhall, All Souls' N.S. 11 | 1,453 0 0 | 1857 | 5 7 5¼ | 359 13 8 |
| Liverpool, Windsor, St. Clement's - - - - N.S. 10 | 240 0 0 | 1843 | 15 9 10¾ | 2,217 17 6 |
| " " - - " | 50 0 0 | 1849 | | |
| " " - - " | 30 0 0 | 1854 | | |
| Liverpool, Workhouse School - - | - - - | - - - | - - - | 6 0 10 |
| Longridge - - - N.S. 1 | 64 14 6 | 1858 | 6 12 3 | 256 17 6 |
| Longsight, St. John's - - N.S. 4 | 157 10 0 | 1851 | 7 0 4¾ | 591 2 2 |
| " " - - " | 340 0 0 | 1857 | | |
| Lowick - " - - Ch. of E. 6 | 277 0 0 | 1857 | 2 17 4 | 194 4 8 |
| Lytham, St. John's - Ch. of E. 1 | 184 10 0 | 1852 | 8 5 0½ | 297 1 0 |
| " " - - " | 92 17 6 | 1853 | | |
| Lytham, St. Peter's - - R.C. 2 | - - - | - - - | 6 13 4½ | 158 2 4 |
| Maghull - - - N.S. | 80 0 0 | 1841 | 1 17 9½ | |
| Manchester and Salford Ragged and Reformatory School - 5 | - - - | - - - | - - - | 462 11 7 |
| Manchester, All Saints' Ch. of E. 4 | - - - | - - - | 13 4 2¾ | 636 11 8 |
| Manchester, All Souls' - - N.S. 1 | 364 0 0 | 1846 | 7 0 3½ | 176 4 0 |
| Manchester, Ancoats, (Chalmers' Presbyterian School) - - - 11 | - - - | - - - | 20 16 2¾ | 1,477 6 8 |
| Manchester, Ancoats, Lyceum Factory - - - - B.S. 4 | - - - | - - - | 13 16 2 | 1,458 7 2 |
| Manchester, Ancoats (Piercy Street) - - - - Pres. | - - - | - - - | 4 3 11½ | 217 2 6 |
| Manchester, Ancoats, St. Andrew's - - - N.S. 2 | *300 0 0 | 1837 | 41 17 5¼ | 1,339 11 2 |
| " " " - " | 100 0 0 | 1849 | | |
| " " " - " | 49 0 0 | 1851 | | |
| " " " - " | 664 0 0 | 1858 | | |
| " " " - " | 94 0 0 | 1859 | | |
| Manchester (Buxton" Street) Infants - - - B.S. 4 | - - - | - - - | 2 0 0 | 77 8 8 |
| Manchester, Cathedral - N.S. 2 | *400 0 0 | 1836 | 17 19 10¼ | 1,390 18 8 |
| " " - " | 36 0 0 | 1859 | | |
| " " - " | 27 4 8 | 1859 | | |
| Manchester Cathedral, Charity Sch. 1 | - - - | - - - | 4 8 1 | 209 10 0 |
| Manchester (Cheetham Hill) - Wes. 10 | - - - | - - - | 10 5 9 | 907 16 8 |
| " " - - | - - - | - - - | *a*16 0 0 | |
| Manchester (Cheetham" Hill Road) Jews' School - - - - - 3 | - - - | - - - | 13 5 1 | 563 18 6 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| LANCASHIRE—*cont.* | | | | |
| Manchester, Chorlton-on-Medlock, Grosvenor Square - - Pres. 9 | 221 0 0 | 1854 | 30 16 7½ | 1,561 3 8 |
| Manchester, Church Teachers' Institution - - - - | - - - | - - - | 2 5 10½ | |
| Manchester (Granby Row) - N.S. 1 | 200 0 0 | 1845 | 8 6 8½ | 389 7 6 |
| Manchester, Lever Street - Wes. 10 | - - - | - - - | 5 0 0 | 8 15 0 |
| Manchester (Lower Mosley Street) - - - B.S. 10 | *420 0 0 | 1837 | 29 2 6 | 3,355 15 4 |
| " " - - | *400 0 0 | 1839 | | |
| Manchester (Marshall Street) - B.S. 9 | - - - | - - - | 25 12 7½ | 3,887 13 8 |
| Manchester, Miles Platting (Argyle Street) - Ch. of E. 12 | - - - | - - - | 20 17 11 | 1,120 0 0 |
| Manchester, New Jerusalem Church School) - - - - 10 | - - - | - - - | 65 18 6½ | 2,634 13 4 |
| Manchester Ragged, Industrial, and Reformatory School, Ardwick Green - - - 11 | - - - | - - - | 4 11 8½ | 1,711 17 4 |
| Manchester (Rusholme Road) - Wes. 10 | - - - | - - - | 15 12 10½ | 2,174 15 6 |
| Manchester, St. Alphonsus' - R.C. 12 | - - - | - - - | 5 1 2 | 291 13 4 |
| Manchester, St. Anne's - - N.S. 1 | 500 0 0 | 1841 | 4 9 11 | 883 6 8 |
| " " - - | 71 0 0 | 1850 | | |
| Manchester, St. Barnabas' - N.S. 2 | 500 0 0 | 1843 | 22 6 7 | 2,507 11 4 |
| " " - " | 653 18 4 | 1857 | | |
| Manchester, St. Chad's, Cheetham Hill - - - - R.C. 12 | 620 0 0 | 1852 | 18 3 4½ | 1,003 15 4 |
| Manchester, St. James' - - N.S. 2 | 700 0 0 | 1846 | 10 15 0½ | 1,002 9 8 |
| Manchester, St. John's - - N.S. 2 | 66 0 0 | 1857 | 42 1 5½ | 2,074 2 6 |
| Manchester, St. Jude's - - N.S. 2 | - - - | - - - | 15 17 9½ | 983 14 4 |
| Manchester, St. Luke's (Cheetham Hill) - - - - N.S. 3 | 505 0 0 | 1860 | 6 8 7½ | 127 15 0 |
| Manchester, St. Luke's (Cheetham Hill), Infants - - - N.S. 3 | - - - | - - - | - - - | 11 16 8 |
| Manchester, St. Mark's (Cheetham Hill) - - - - N.S. 2 | 215 0 0 | 1843 | 11 14 8½ | 833 1 2 |
| " " " - " | 30 10 0 | 1857 | | |
| " " " - " | 18 8 4 | 1859 | | |
| Manchester, St. Mary's, - - R.C. 11 | 460 0 0 | 1855 | 14 8 7 | 768 9 8 |
| Manchester, St. Matthew's - N.S. 2 | 461 2 6 | 1855 | 8 6 4½ | 439 19 4 |
| Manchester, St. Michael's - N.S. 3 | 418 0 0 | 1842 | 2 17 7½ | 274 3 8 |
| " " - " | 300 0 0 | 1844 | | |
| " " - " | 36 0 0 | 1857 | | |
| " " - " | 26 13 4 | 1858 | | |
| Manchester, St. Patrick's - R.C. 11 | - - - | - - - | 13 0 9 | 1,974 17 1 |
| Manchester, St. Philip's Ch. of E. 1 | 764 0 0 | 1852 | 12 13 11½ | 920 2 8 |
| " " - " | 15 0 0 | 1857 | | |
| " " - " | 7 13 7 | 1858 | | |
| Manchester, St. Saviour's, Chorlton-on-Medlock - - N.S. 2 | 380 0 0 | 1852 | 15 11 8½ | 2,017 10 0 |
| " " - " | 75 0 0 | 1858 | | |
| Manchester, St. Silas' - - N.S. | 612 0 0 | 1845 | | |
| Manchester, St. Stephen's Parish School - - - - | 701 2 0 | 1859 | 6 2 8 | |
| Manchester, St. Thomas' (Redbank) - - - N.S. 2 | 531 0 0 | 1848 | 16 15 3 | 2,010 5 6 |
| Manchester, St. Wilfred's - R.C. 12 | - - - | - - - | 9 0 0½ | 734 1 6 |
| Marsden, Great - - - N.S. 7 | 250 0 0 | 1849 | 10 5 0½ | 807 17 0 |
| Marsden, Little - - - N.S. | *100 0 0 | 1835 | 2 16 8 | |
| " " - - - " | 6 19 0 | 1847 | | |
| Mawdsley - - - - N.S. 5 | 85 0 0 | 1844 | - - - | 6 0 0 |
| Mawdsley - - - - R.C. | 223 0 0 | 1860 | 2 1 8 | |
| Mayfield - - - - B.S. 10 | - - - | - - - | 16 19 7½ | 1,754 2 8 |
| Mellor Brook - - - N.S. | *110 0 0 | 1826 | | |
| Meols, North - - - Par. 10 | 1,000 0 0 | 1860 | 9 12 6½ | 304 17 0 |
| Michael's, St., on Wyre - N.S. 5 | - - - | - - - | 6 13 2½ | 789 8 8 |
| Micklehead Green - - B.S. 11 | - - - | - - - | 2 4 0½ | 83 12 0 |
| Middleton - - - - N.S. 3 | 200 0 0 | 1843 | 25 3 1½ | 874 17 4 |
| " " - - - " | 121 0 0 | 1860 | | |
| Middleton, Infants - - N.S. | - - - | - - - | 4 3 6 | |
| Middleton, Barrowfields - N.S. 3 | 135 0 0 | 1845 | 5 14 11½ | 468 17 6 |
| Middleton, New Jerusalem S. - 2 | - - - | - - - | - - - | 66 11 0 |

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| | £ s. d. | | £ s. d. | £ s. d. |
| LANCASHIRE—*cont.* | | | | |
| Milnrow - - - - B.S. | 90 0 0 | 1840 | 8 19 8 | |
| Milnrow - - - - N.S. 5 | 200 0 0 | 1841 | 17 16 0½ | 708 19 4 |
| " - - - - " | 20 0 0 | 1855 | | |
| " - - - - " | 350 0 0 | 1858 | | |
| Mossley - - - - N.S. | 315 0 0 | 1842 | | |
| " - - - - " | 150 0 0 | 1844 | | |
| Moss Bank - - - N.S. 2 | 303 5 0 | 1855 | 2 9 3½ | 182 10 8 |
| Moston - - - - N.S. | 174 0 0 | 1845 | | |
| Musbury (Hollin Bank) - - N.S. 5 | - - - | - - - | 12 11 7½ | 128 11 0 |
| Nelson in Marsden, Infants School - 7 | - - - | - - - | - - - | 13 15 0 |
| Newbarns - - - Ch. of E. 6 | - - - | - - - | 4 5 9½ | 32 5 4 |
| Newburgh (Ormskirk) - - Sch. 5 | - - - | - - - | - - - | 176 10 8 |
| Newburgh - - - - B.S. | - - - | - - - | 3 5 0½ | |
| Newchurch - - - Ch. of E. 6 | - - - | - - - | - - - | 28 19 0 |
| Newchurch Mechanics' Institute Day School - - B.S. 9 | - - - | - - - | 8 19 11 | 162 8 0 |
| Newchurch in Rosendale - N.S. 5 | - - - | - - - | - - - | 176 7 0 |
| Newchurch near Warrington - N.S. - | - - - | - - - | 3 1 9 | |
| Newsham, St. Mary's - - - R.C. 5 | - - - | - - - | 2 0 0 | 6 13 4 |
| Newton Heath, All Saints' (No. 1) N.S. | 907 13 4 | 1854 | 4 0 0½ | |
| " " " | 6 0 0 | 1856 | | |
| Newton Heath, All Saints' (No. 2) N.S. | 240 0 0 | 1845 | - - - | 582 14 0 |
| " " " | 14 6 8 | 1854 | | |
| Newton Heath, All Saints' Infts. - - | - - - | - - - | - - - | 6 3 9 |
| Newton, St. Peter's - - N.S. | 1,216 0 0 | 1861 | | |
| Norden (late Blackpits) - N.S. 3 | 120 0 0 | 1847 | 6 9 9 | 56 15 0 |
| " " " | 8 0 0 | 1856 | | |
| Oakenrod, Factory and Evening School - - - - - | - - - | - - - | 5 10 1 | |
| Oakenshaw - - - - Wes. 5 | - - - | - - - | 3 6 8½ | 15 6 8 |
| Oldham - - - - B.S. | *254 0 0 | 1834 | | |
| Oldham (St. Domingo Street) - Wes. 7 | - - - | - - - | 23 3 10¼ | 1,860 2 2 |
| Oldham, St. James', (Greenacres Moor) - - - N.S. 4 | *165 0 0 | 1837 | 2 14 5¾ | 218 3 0 |
| " " " | 58 10 0 | 1858 | | |
| Oldham, St. Mary's, Parish Church Schools - - - 4 | 1,000 0 0 | 1844 | - - - | 89 16 0 |
| Oldham, St. Marie's - - R.C. 11 | 1,451 0 0 | 1859 | 7 10 6 | 19 0 0 |
| Oldham, St. Peter's - - N.S. 4 | *588 0 0 | 1836 | 10 13 0 | 605 7 0 |
| " " " | 650 0 0 | 1844 | | |
| Openshaw " - - N.S. 4 | 138 10 0 | 1854 | 10 2 1 | 783 8 2 |
| " - - - - " | 2 16 4 | 1857 | | |
| " - - - - " | 24 0 0 | 1859 | | |
| Openshaw - - - - Wes. | - - - | - - - | 3 6 8½ | |
| Orford, Endowed School - 10 | 12 0 0 | 1858 | 2 10 0 | 118 4 0 |
| Ormskirk - - - - N.S. 3 | - - - | - - - | - - - | 88 6 8 |
| Ormskirk, United Charity School 5 | 292 3 4 | 1854 | 16 17 7½ | 1,721 6 0 |
| " " " | 50 0 0 | 1856 | | |
| Orrell, St. James' " - - R.C. | - - - | - - - | 2 0 0 | |
| Oswaldtwistle (Cabin End) - N.S. 7 | *120 0 0 | 1837 | 7 9 0½ | 207 3 10 |
| " " " | 523 0 0 | 1860 | | |
| Oswaldtwistle (Daisey Green) - N.S. | *96 0 0 | 1839 | | |
| Oswaldtwistle (New Lane) - N.S. 7 | 232 10 0 | 1861 | 4 11 10½ | 218 0 0 |
| Paddington, St. Paul's, - - N.S. 1 | 300 0 0 | 1856 | 7 4 2 | 824 6 2 |
| " " " | 148 0 0 | 1857 | | |
| Paddington, St. Paul's, 2nd Infant School - - - N.S. 1 | - - - | - - - | 2 0 0 | 119 15 0 |
| Padgate - - - - N.S. | 150 0 0 | 1844 | - - - | |
| Padiham - - - - B.S. 4 | - - - | - - - | 9 16 0 | 347 19 6 |
| Padiham - - - - Wes. 5 | - - - | - - - | 7 4 10½ | 569 13 4 |
| Padiham - - - Ch. of E. 7 | 465 0 0 | 1858 | 3 18 5½ | 53 10 0 |
| Padiham, Infant School - - 8 | - - - | - - - | - - - | 108 2 8 |
| Park Lane (Ashton-in-Makerfield) R.C. 5 | - - - | - - - | - - - | 3 6 8 |
| Parr, St. Peter's - - - N.S. 1 | 300 0 0 | 1844 | 1 13 3½ | 335 16 0 |
| " " " | 50 0 0 | 1844 | | |
| " " " | 36 16 8 | 1854 | - - - | |
| Parr, Brookfield - - Ch. of E. 2 | 214 8 0 | 1859 | 1 18 11 | 15 8 4 |
| Patricroft (Mechanics' Institute) - - - B.S. 10 | 326 2 8 | 1849 | 20 14 3½ | 1,422 2 8 |
| Patricroft, Holy Cross - - R.C. 11 | - - - | - - - | 6 14 4 | 50 8 4 |

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| | £ s. d. | | £ s. d. | £ s. d. |
| LANCASHIRE—*cont.* | | | | |
| Peasley, Infant - - Ch. of E. | 90 0 0 | 1854 | 3 4 4 | |
| " " - - " | 81 0 0 | 1856 | - - - | |
| Peasley, Holy Trinity - - N.S. 2 | - - - | - - - | - - - | 94 5 0 |
| Pemberton (Lamberhead Green) - - - N.S. 12 | 136 0 0 | 1842 | 6 19 7 | 85 1 8 |
| " " - - " | 134 10 0 | 1859 | | |
| Pemberton (Goose Green) - N.S. | *30 0 0 | 1838 | | |
| Pendlebury, Second Infant School 3 | - - - | - - - | - - - | 93 10 0 |
| Pendlebury, St. John's - - N.S. 3 | 270 0 0 | 1846 | 4 13 7½ | 1,264 1 10 |
| " " - - " | 17 10 0 | 1860 | | |
| Pendleton, St. Thomas' - - N.S. 3 | *60 0 0 | 1837 | 7 17 0 | 1,015 11 8 |
| Penketh, "Day Star" - - Wes. 9 | - - - | - - - | 1 16 8½ | 116 12 4 |
| Penketh - - - Wes. | 270 0 0 | 1861 | | |
| Pennybridge - - - N.S. | *70 0 0 | 1838 | | |
| Pickup Bank - - - N.S. 11 | - - - | - - - | - - - | 7 17 0 |
| Pilkington (Park Lane) - - B.S. 4 | - - - | - - - | 6 15 0½ | 1,371 14 4 |
| Pilling - - - - N.S. 6 | 483 0 0 | 1857 | 2 10 0½ | 12 10 0 |
| Pits-oth-Moor - - - Wes. 9 | - - - | - - - | - - - | 8 15 0 |
| Poolstock - - - Ch. of E. 12 | - - - | - - - | 2 0 0 | 198 16 0 |
| Poulton-le-Sands - - - N.S. 5 | 740 0 0 | 1856 | 7 14 1½ | 395 16 0 |
| Prescot, St. Mary's - - - R.C. 5 | - - - | - - - | 13 19 2 | 142 1 8 |
| Preston, All Saints' - - N.S. 12 | 466 5 0 | 1854 | 11 16 10½ | 527 19 2 |
| Preston, Central - - - N.S. 11 | - - - | - - - | 21 13 7½ | 1,722 10 8 |
| Preston, Christ's Church - N.S. 11 | *105 0 0 | 1835 | 21 18 3½ | 2,049 18 6 |
| " " - - " | 1,142 0 0 | 1858 | | |
| Preston, Ch. Ch. (2nd Infant School) - - - - - 11 | - - - | - - - | - - - | 122 16 8 |
| Preston (Croft Street) - - Wes. 9 | - - - | - - - | 24 13 7½ | 780 15 4 |
| Preston, Holy Trinity - - N.S. 12 | 605 0 0 | 1845 | 22 11 10½ | 613 4 8 |
| " " - - " | 35 6 8 | 1849 | | |
| " " - - " | 17 6 8 | 1857 | | |
| Preston (Orchard Street) Methodist Free Church Sch. - 9 | 517 0 0 | 1858 | - - - | 10 0 0 |
| Preston, St. Augustine's - - R.C. 4 | - - - | - - - | 9 11 1½ | 1,375 9 8 |
| Preston, St. Ignatius' - - R.C. 4 | - - - | - - - | 12 4 7½ | 1,981 15 2 |
| Preston, St. James' - - N.S. 11 | 489 0 0 | 1850 | 9 7 0½ | 845 18 4 |
| " " - - " | 12 0 0 | 1855 | | |
| Preston, St. Luke's, (late St. Paul's, Infant Sch., Deepdale Mill Street) - - - N.S. 12 | 184 0 0 | 1854 | 5 14 2½ | 411 7 2 |
| " " - - " | 3 13 8 | 1856 | | |
| Preston, St. Mary's - - N.S. 12 | *250 0 0 | 1838 | 26 2 6 | 1,469 7 0 |
| " " - - " | 154 0 0 | 1847 | | |
| " " - - " | 90 0 0 | 1856 | | |
| Preston, St. Paul's - - N.S. 12 | 83 9 2 | 1855 | 69 13 11¼ | 3,692 19 8 |
| " " - - " | 244 0 0 | 1856 | | |
| " " - - " | 34 0 0 | 1857 | | |
| Preston, St. Peter's, Boys - N.S. 12 | - - - | - - - | 23 19 3 | 750 5 0 |
| Preston, St. Peter's, Girls and Infants - - - - N.S. 12 | 222 0 0 | 1856 | 6 1 10¾ | 1,178 15 8 |
| Preston, St. Thomas' - - N.S. 12 | 250 0 0 | 1841 | 24 4 5½ | 973 15 10 |
| " " - - " | 166 0 0 | 1848 | | |
| " " - - " | 47 0 0 | 1855 | | |
| " " - - " | 20 0 0 | 1856 | | |
| Preston, St. Thomas', Infants - N.S. 12 | - - - | - - - | - - - | 164 19 8 |
| Preston, The Talbot - - R.C. 3 | - - - | - - - | 38 3 6½ | 1,529 4 0 |
| Preston (Upper Walker Street) R.C. 4 | 320 0 0 | 1858 | 8 16 0½ | 1,235 17 0 |
| Preston, St. Wilfred's (Fox St.) R.C. 4 | 80 0 0 | 1855 | 27 3 0½ | 1,686 8 4 |
| Prestwich - - - N.S. 4 | - - - | - - - | 7 15 2 | 527 12 0 |
| Prestwich (Rooden Lane) - B.S. 3 | 250 0 0 | 1854 | 10 8 11½ | 721 18 10 |
| Quernmore - - - N.S. 6 | *35 0 0 | 1838 | 5 10 4 | 385 7 11 |
| " - - - " | 92 5 0 | 1852 | | |
| Radcliffe - - - N.S. | *405 0 0 | 1839 | | |
| Radcliffe, Bank Top - Ch. of E. 5 | 450 0 0 | 1858 | - - - | 63 4 0 |
| Radcliffe, Blacklane - Ch. of E. 5 | - - - | - - - | - - - | 3 15 0 |
| Radcliffe Close - - - Wes. 4 | 130 0 0 | 1853 | 12 5 9 | 660 1 0 |
| Radcliffe Hall - - - N.S. 5 | - - - | - - - | - - - | 227 6 0 |
| Radcliffe Institution - - B.S. 5 | - - - | - - - | - - - | 340 8 4 |
| Radcliffe, St. Thomas - Ch. of E. 5 | - - - | - - - | - - - | 9 13 4 |
| Rainford (at Crank Hill) - N.S. | 117 0 0 | 1852 | | |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| LANCASHIRE—*cont.* | | | | |
| Rainford, Parish - - - N.S. 11 | 149 5 0 | 1850 | 3 13 8½ | 31 17 6 |
| " " - - - " | 30 0 0 | 1850 | | |
| " " - - - " | 30 0 0 | 1852 | | |
| Rainhill - - - - N.S. 9 | 100 0 0 | 1841 | 1 1 8½ | 502 8 0 |
| " - - - - " | 75 0 0 | 1849 | | |
| Rainhill, Boys - - - R.C. 5 | - - - | - - - | 5 1 9 | 256 9 4 |
| Rainhill, Girls - - - R.C. 5 | - - - | - - - | 1 17 6 | 61 15 0 |
| Ravenhead (Plate Glass Company's) - - - B.S. 4 | - - - | - - - | 6 19 0½ | 1,379 18 8 |
| Rawcliffe Hall - - - N.S. 5 | - - - | - - - | - - - | 92 10 0 |
| Rawtenstall - - - N.S. 4 | *200 0 0 | 1839 | - - - | 928 16 0 |
| Rawtenstall - - - Wes. 2 | - - - | - - - | 16 18 5½ | 354 16 10 |
| Rawtenstall (Holly Mount) - B.S. 2 | - - - | - - - | 13 0 0 | 588 6 0 |
| Read (in Whalley) - - N.S. | *60 0 0 | 1838 | 1 0 1 | |
| Rhodes - - - Ch. of E. 4 | 390 10 8 | 1856 | 5 9 1½ | 244 15 4 |
| Rishton - - - - R.C. 4 | - - - | - - - | - - - | 7 4 0 |
| Risley - - - - Pres. 3 | 105 0 0 | 1852 | 5 17 11 | 104 15 6 |
| " - - - - " | 43 0 0 | 1856 | | |
| Rochdale (St. Mary's District) N.S. 3 | - - - | - - - | - - - | 181 15 0 |
| Rohdale National School - | - - - | - - - | 2 14 3 | |
| Rochdale, Parish Church School - 3 | 100 0 0 | 1844 | 14 13 1¾ | 2,335 11 4 |
| " " " - - | 50 0 0 | 1845 | | |
| " " " - - | 38 0 0 | 1854 | | |
| Rochdale - - - - Wes. 2 | - - - | - - - | 18 0 0½ | 673 19 8 |
| Rochdale - - - B.S. | *250 0 0 | 1838 | | |
| Rochdale, St. Alban's - - N.S. 4 | 636 0 0 | 1861 | 4 12 9½ | 57 0 0 |
| Rochdale, St. Chad's - - N.S. | 431 0 0 | 1858 | | |
| Rochdale, St. John's - - R.C. 11 | - - - | - - - | 2 3 4 | 29 3 4 |
| Rochdale, St. Patrick's - - R.C. | - - - | - - - | 5 0 0 | |
| Rough Lee - - - B.S. 5 | - - - | - - - | 2 13 7½ | 85 4 4 |
| Royton - - - - Wes. 2 | - - - | - - - | 5 0 0½ | 171 19 10 |
| Royton, St. Paul's - - N.S. 4 | 15 0 0 | 1844 | 5 6 8½ | 277 0 8 |
| Rusholme, Trinity, and Girls Industrial - - Ch. of E. 1 | 598 15 0 | - - - | - - - | 154 7 8 |
| Ryecroft - - - - B.S. 11 | - - - | - - - | 12 4 2½ | 1,691 16 8 |
| Sabden - - - - B.S. 5 | - - - | - - - | - - - | 55 9 0 |
| Salem-Lees, Moravian School - - | - - - | - - - | 2 16 7 | |
| Salesbury - - - - N.S. 11 | 240 0 0 | 1852 | 1 14 8½ | 108 4 0 |
| Salford, Chapel Street, Girls Scotch Pres. - - - 10 | - - - | - - - | - - - | 769 7 6 |
| Salford (Ellor Street), - - B.S. | *200 0 0 | 1839 | | |
| " " - - - " | 50 0 0 | 1840 | | |
| Salford, Broughton Road - Wes. 3 | - - - | - - - | 20 10 2½ | 95 2 0 |
| Salford, Christ Ch. - - - N.S. 2 | - - - | - - - | 10 18 9½ | 2,973 16 8 |
| Salford, Gravel Lane - - Wes. 3 | - - - | - - - | 8 3 11½ | 1,225 15 0 |
| Salford (Great George St.) Model N.S. | 200 0 0 | 1845 | 18 10 0½ | 2,759 19 2 |
| " " | 268 0 0 | 1860 | | |
| Salford Industrial and Ragged S. - | - - - | - - - | - - - | 652 14 8 |
| Salford, New Jerusalem Ch. Sch. 10 | - - - | - - - | 12 19 2¼ | 1,476 6 8 |
| Salford, Scotch Pres. School, (Mount Street) - - 10 | - - - | - - - | 20 17 9½ | 1,036 4 10 |
| Salford, St. Bartholomew's - N.S. 1 | 400 0 0 | 1844 | 26 6 9 | 1,490 5 4 |
| " " - - " | 17 0 0 | 1850 | | |
| " " - - " | 20 0 0 | 1855 | | |
| Salford, St. John's - - R.C. 12 | - - - | - - - | 25 8 11 | 246 16 4 |
| Salford, St. Matthias' - - N.S. 2 | 500 0 0 | 1842 | 32 9 2½ | 1,728 2 0 |
| Salford, St. Philips', Infant Sch. 5 | - - - | - - - | - - - | 42 16 8 |
| Salford, St. Simon's - - N.S. 5 | 1,109 0 0 | 1856 | 7 2 6½ | 291 9 0 |
| Salford, St. Stephen's - - N.S. 4 | - - - | - - - | 4 3 4½ | 84 19 0 |
| Salford, St. Stephen's, Inft. Ch. of E. 4 | - - - | - - - | - - - | 112 6 8 |
| Salford, Trinity - - Ch. of E. 4 | - - - | - - - | 7 1 11½ | 287 8 4 |
| Salford, Working Men's College - S. 2 | - - - | - - - | - - - | 24 0 0 |
| Samlesbury - - - N.S. | *120 0 0 | 1837 | | |
| Sankey Great - - - N.S. | - - - | - - - | 3 0 0 | |
| Satterthwaite and Rusland - N.S. 6 | 100 0 0 | 1850 | 5*18 8½ | 430 4 10 |
| Scarisbrick - - Ch. of E. 5 | - - - | - - - | 1 0 0½ | 130 5 0 |
| Scorton - - - - B.S. 4 | - - - | - - - | 8 15 1 | 532 16 8 |
| Scotforth - - - N.S. | 50 0 0 | 1846 | | |
| Seaforth - - Ch. of E. 11 | 259 0 0 | 1855 | 6 8 7 | 337 11 6 |
| Sharples, Messrs. Ashworths' - B.S. 9 | - - - | - - - | 3 19 8½ | 842 9 0 |

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| LANCASHIRE—*cont.* | | | | |
| Shaw - - - - N.S. 4 | *200 0 0 | 1839 | 11 1 4½ | 499 12 0 |
| " - - - - " | 15 0 0 | 1856 | | |
| " - - - - " | 26 5 0 | 1856 | | |
| " - - - - " | 55 0 0 | 1860 | | |
| Shaw - - - - Wes. 4 | - - - | - - - | 18 3 0 | 512 19 1 |
| Shuttleworth - - - N.S. 6 | 200 0 0 | 1849 | 8 12 2 | 270 3 0 |
| " - - - - " | 50 0 0 | 1860 | | |
| Silverdale - - - - N.S. | 87 0 0 | 1855 | 2 15 10⅔ | |
| Skerton, St. Luke's - - N.S. 5 | *120 0 0 | 1837 | 2 14 7½ | 5 0 0 |
| " " - - - " | 30 0 0 | 1849 | | |
| Smallbridge, St. John's - - N.S. 4 | *200 0 0 | 1839 | 20 10 9½ | 1,337 5 8 |
| Smithill's Deane - - - N.S. | 60 0 0 | 1843 | | |
| South Hill - - - R.C. 6 | 424 0 0 | 1859 | - - - | 52 11 8 |
| Southport - - - B.S. | *60 0 0 | 1836 | | |
| Southport, Ch. Ch. - - N.S. 10 | *57 0 0 | 1838 | 1 3 6½ | 689 3 0 |
| " " - - - " | 315 0 0 | 1854 | | |
| Southport, Holy Trinity - N.S. 10 | 1,093 15 0 | 1857 | 10 17 1¼ | 839 0 8 |
| " " - - - " | 54 0 0 | 1861 | | |
| Southport, St. Mary's - - R.C. 11 | - - - | - - - | 3 8 4½ | 67 6 8 |
| Southshore - - - N.S. 6 | 80 0 0 | 1846 | 1 10 1½ | 104 16 0 |
| Spotland - - - - N.S. 4 | *166 0 0 | 1837 | 13 5 3¾ | 38 18 0 |
| " - - - - " | 13 19 11 | 1846 | | |
| " - - - - " | 13 12 6 | 1848 | | |
| " - - - - " | 3 16 8 | 1853 | | |
| " - - - - " | 23 0 0 | 1853 | | |
| " - - - - " | 6 0 0 | 1856 | | |
| Stand - - - - N.S. | *270 0 0 | 1837 | | |
| Standish, Boys and Girls - N.S. 1 | - - - | - - - | 12 8 11½ | 579 11 10 |
| Stanley, St. Anne's - - N.S. 11 | 436 0 0 | 1847 | 18 4 7½ | 525 6 0 |
| Staveley (in Cartmel) Endowed Sch. - | 32 0 0 | 1848 | | |
| Stonefield - - - N.S. | *60 0 0 | 1837 | | |
| Strangeways, St. Alban's - N.S. 12 | - - - | - - - | - - - | 48 3 0 |
| Stretford - - - - N.S. 2 | 370 0 0 | 1845 | 15 6 8½ | 956 16 0 |
| " - - - - " | 18 0 0 | 1859 | *a*14 14 4 | |
| Stubbylee, St. Saviour's Ch. of E. 7 | - - - | - - - | - - - | 90 12 0 |
| Sutton - - - - N.S. 11 | - - - | - - - | 6 0 0 | 530 7 4 |
| Sutton, St. Anne's - - R.C. 5 | - - - | - - - | 1 16 4½ | 56 19 8 |
| Sutton, St. Joseph's - - R.C. 5 | 754 0 0 | 1858 | 3 17 7 | 113 17 0 |
| Swinton (Girls) - - - Pres. 4 | - - - | - - - | - - - | 86 15 0 |
| Swinton, Industrial - - P.U. 12 | - - - | - - - | - - - | 539 1 8 |
| Symonstone - - - N.S. | *52 0 0 | 1840 | 0 10 8½ | |
| Tarleton - - - - N.S. | *120 0 0 | 1839 | | |
| Tarleton, The Holmes - - N.S. | 166 0 0 | 1848 | | |
| Thornham - - - N.S. | *100 0 0 | 1840 | | |
| Thurnham - - - R.C. 3 | - - - | - - - | 3 8 4½ | 47 5 4 |
| Tockholes - - - N.S. | 50 0 0 | 1846 | | |
| Todmorden - - - N.S. 5 | 500 0 0 | 1845 | - - - | 20 8 0 |
| " - - - - " | 10 10 0 | 1859 | | |
| Tonge-cum-Alkington - - N.S. 4 | 188 0 0 | 1847 | 3 6 8½ | 180 5 0 |
| Tottington - - - N.S. 4 | *189 0 0 | 1836 | 2 6 10½ | 286 6 4 |
| Towneley - - - - R.C. 3 | - - - | - - - | 8 10 8½ | 628 4 0 |
| Trawden - - - - N.S. | 140 0 0 | 1843 | | |
| Tunstead - - - - N.S. 9 | *110 0 0 | 1842 | 5 6 4½ | 28 0 0 |
| Tyldesley - - - Ch. S. 6 | 948 0 0 | 1859 | 11 10 0½ | 409 11 8 |
| Ulnes walton - - - N.S. | 35 0 0 | 1846 | | |
| Ulverstone - - - Wes. 8 | - - - | - - - | 3 6 8 | 222 18 0 |
| Ulverstone - - - N.S. 6 | *150 0 0 | 1834 | 9 0 4½ | 794 2 4 |
| " - - - - " | 43 2 0 | 1858 | | |
| " - - - - " | 27 0 0 | 1859 | | |
| " - - - - " | 45 0 0 | 1860 | | |
| Unsworth, St. George's - - N.S. 5 | 360 0 0 | 1846 | 4 1½ | 15 0 0 |
| " " - - - " | 60 0 0 | 1847 | | |
| " " - - - " | 12 0 0 | 1849 | | |
| " " - - - " | 20 0 0 | 1851 | | |
| Unsworth - - - Wes. 4 | - - - | - - - | 4 0 0½ | 2 10 0 |
| Upholland, Girls - - N.S. 12 | 198 0 0 | 1850 | 1 16 0½ | 203 17 4 |
| Upholland, Grammar School, Lower Division - - - 12 | - - - | - - - | 1 15 6 | 90 1 0 |
| Upholland, Lord Crawford's Ch. S. 12 | - - - | - - - | 3 6 8½ | 5 6 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| **Lancashire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Upholland, Mixed (late Holland Moor) - - - N.S. 12 | 100 0 0 | 1850 | 3 16 6 | 278 8 0 |
| " " " - - " | 8 5 4 | 1854 | | |
| Urmston - - - - Ch. of E. 1 | 225 12 0 | 1859 | - - - | 54 15 0 |
| Urswick, Grammar School - - 6 | - - - | - - - | 1 13 4 | 318 8 0 |
| Walkden Moor - - - N.S. 12 | - - - | - - - | 31 13 8½ | 2,439 3 2 |
| Walmersley - - - N.S. | *200 0 0 | 1846 | | |
| " - - - " | 150 0 0 | 1846 | | |
| Walmersley, Christ's Ch. - N.S. 3 | *150 0 0 | 1840 | 8 16 0½ | 606 3 4 |
| Walton-le-Dale - - N.S. 11 | *300 0 0 | 1836 | 7 8 0½ | 306 6 8 |
| " - - - " | 149 0 0 | 1859 | | |
| Walton-on-the-Hill - N.S. 11 | - - - | - - - | 5 8 7 | 333 5 0 |
| Wardle - - - N.S. 3 | 270 0 0 | 1844 | 3 12 0½ | 17 1 0 |
| Wargrave - - - N.S. 10 | 450 0 0 | 1845 | 20 3 4½ | 1,237 1 0 |
| " - - - " | 45 0 0 | 1846 | | |
| " - - - " | 20 0 0 | 1852 | | |
| " - - - " | 73 5 1 | 1861 | | |
| Warrington - - - B.S. 10 | 235 0 0 | 1841 | 25 8 3½ | 2,594 15 0 |
| " - - - " | 66 10 0 | 1851 | | |
| " - - - " | 18 0 0 | 1852 | | |
| " - - - " | 100 0 0 | 1854 | | |
| " - - - " | 113 0 0 | 1858 | | |
| Warrington, Boys' Model - N.S. 10 | *415 0 0 | 1834 | 25 12 10½ | |
| " " - - | *85 0 0 | 1839 | *a* 6 13 4 | |
| " - - - | 31 1 0 | 1851 | | |
| Warrington (Girls' and Infants *only*) Model - N.S. 10 | 574 10 0 | 1850 | | 2,902 17 4 |
| " " - - | 75 0 0 | 1850 | | |
| " - - - | 27 0 0 | 1857 | | |
| Warrington, St. Alban's - R.C. 5 | 639 0 0 | 1860 | 21 7 6½ | 421 19 2 |
| Warrington, St. Alban's, Girls and Infants - - R.C. 5 | - - - | - - - | - - - | 18 18 4 |
| Warrington, Heathside, St. Paul's and Trinity - - N.S. 11 | 360 0 0 | 1853 | 40 2 0½ | 1,851 14 2 |
| " - - - " | 82 0 0 | 1858 | | |
| Warton, Parish Grammar School - | - - - | - - - | 2 3 4½ | |
| Waterhead - - - N.S. 4 | 187 13 4 | 1854 | 4 16 8½ | 30 11 6 |
| Waterloo, Christ's Church - N.S. 9 | 106 0 0 | 1843 | 6 5 7 | 323 19 10 |
| " - - - " | 105 0 0 | 1851 | | |
| Wavertree, Infants - - B.S. 11 | - - - | - - - | 1 12 6¾ | 529 11 0 |
| Weeton - - - N.S. 5 | - - - | - - - | 3 9 6 | 40 7 0 |
| Wensley Fold - - - N.S. | 210 0 0 | 1845 | 7 14 2 | |
| " - - - " | 35 0 0 | 1848 | | |
| Westhoughton - - - Par. | 612 0 0 | 1861 | | |
| Westhoughton, Daisy Hill Infts. N.S. | 43 0 0 | 1841 | | |
| Whalley - - - - N.S. 7 | *40 0 0 | 1836 | 3 12 7 | 117 19 0 |
| " - - - " | 183 0 0 | 1847 | | |
| Wheelton - - - N.S. | 50 0 0 | 1844 | 1 7 11 | |
| White Coppice - - N.S. | 75 0 0 | 1844 | 1 6 8 | |
| Whitworth - - - N.S. 5 | - - - | - - - | 6 5 0½ | 187 7 0 |
| Whittington - - - N.S. 5 | - - - | - - - | - - - | 312 10 0 |
| Whittle-le-Woods - - N.S. 4 | *53 0 0 | 1834 | 4 7 8 | 166 2 4 |
| " - - - " | 77 10 6 | 1858 | | |
| Widnes Dock - - - N.S. | 530 0 0 | 1841 | 0 16 7¾ | |
| Widnes Dock, St. Mary's - N.S. 10 | - - - | - - - | 10 15 7 | 249 11 4 |
| Widnes Dock, St. Marie's - R.C. | 302 10 0 | 1861 | | |
| Wigan - - - - Wes. 5 | 1,644 0 0 | 1857 | 11 11 6 | 658 6 8 |
| Wigan - - - - Pres. 4 | 90 0 0 | 1852 | 5 11 8 | 352 14 0 |
| Wigan, Blue Coat - - N.S. 11 | 329 0 0 | 1859 | 12 5 3½ | 444 2 6 |
| Wigan, St. Catherine's - N.S. | *450 0 0 | 1835 | | |
| Wigan, St. George's - N.S. | *306 0 0 | 1839 | - - - | |
| Wigan, St. John's - - R.C. 11 | 38 0 0 | 1854 | 18 13 2¼ | 1,857 14 2 |
| " - - - " | 106 13 4 | 1855 | | |
| Wigan, St. Joseph's - R.C. 11 | - - - | - - - | 5 1 4¾ | 539 12 4 |
| Wigan, St. Mary's - - R.C. 11 | 126 11 6 | 1857 | 10 11 6½ | 480 9 2 |
| Wigan, St. Patrick's - R.C. 11 | 920 0 0 | 1858 | 10 9 6½ | 437 19 8 |
| Wigan, St. Thomas' - - N.S. 12 | 380 0 0 | 1847 | 15 6 1½ | 707 19 10 |
| " " - - " | 83 10 0 | 1855 | | |
| " " - - " | 120 18 0 | 1859 | | |
| Withington - - - N.S. 2 | 100 0 0 | 1844 | 5 12 9 | 600 19 4 |

*a* Scientific apparatus.

*b* This school is now useless in consequence of a railway passing close to it.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Lancashire**—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Withnell Mill - - - Wes. 3 | - - - | - - - | 7 13 8¼ | 360 2 6 |
| Witton, St. Mark's - - N.S. | 204 0 0 | 1846 | | |
| Woolton, Much - - - N.S. 10 | 300 0 0 | 1848 | 4 0 0¾ | 192 4 0 |
| Woolton, Little - - N.S. | 137 0 0 | 1845 | | |
| Worsley - - - - N.S. 12 | - - - | - - - | 26 5 1½ | 2,449 8 8 |
| Worsley Edgefold, Infant School 1 | - - - | - - - | - - - | 44 13 4 |
| Worsley (Ellenbrook, Night) - N.S. 12 | - - - | - - - | - - - | 75 0 0 |
| Worsley (Roe Green) - - N.S. 12 | - - - | - - - | - - - | 99 16 2 |
| Yealand Conyers - - - N.S. 5 | 76 0 0 | 1841 | - - - | 5 0 0 |
| **Leicestershire.** | | | | |
| Appleby - - - - B.S. | - - - | - - - | *a*10 0 0 | |
| Arnesby - - - - N.S. | - - - | - - - | 1 16 7½ | |
| Ashby-de-la-Zouch, Endowed Grammar School - - 6 | - - - | - - - | 6 4 1½ | 89 1 8 |
| Ashby-de-la-Zouch - - N.S. 6 | *250 0 0 | 1837 | 7 10 8 | 607 10 4 |
| " " - - " | 60 0 0 | 1855 | | |
| Ashby Magna - - Ch. of E. 5 | - - - | - - - | - - - | 14 16 8 |
| Ashfordby - - Ch. of E. 5 | - - - | - - - | - - - | 48 16 0 |
| Aylestone - - - N.S. | 75 0 0 | 1845 | | |
| Bardon Park - - - B.S. 1 | - - - | - - - | 2 9 4½ | 173 15 0 |
| Barkby - - - - Par. 5 | - - - | - - - | 2 2 2 | 170 8 4 |
| Barkestone - - - N.S. 6 | - - - | - - - | - - - | 538 13 0 |
| Barrow-upon-Soar - Ch.S. 6 | 200 0 0 | 1859 | 1 8 1 | 103 12 0 |
| Barwell - - - Ch. of E. 6 | - - - | - - - | - - - | 4 11 0 |
| Belgrave - - - - N.S. 5 | *60 0 0 | 1840 | - - - | 39 17 0 |
| Belton - - - - N.S. | 82 0 0 | 1844 | 1 9 3½ | |
| Birstall - - - - N.S. 5 | 165 0 0 | 1861 | - - - | 19 8 4 |
| Blaby - - - - N.S. 5 | 128 13 6 | 1849 | - - - | 4 15 0 |
| Blackfordby - - - N.S. | 20 0 0 | 1844 | | |
| Bottesford - - - N.S. 6 | 418 3 0 | 1856 | 2 14 8½ | 161 7 0 |
| Bowden, Great - - - N.S. | *60 0 0 | 1839 | 2 2 8¼ | |
| Branstone - - - N.S. | 70 0 0 | 1845 | | |
| Breedon-on-the-Hill - N.S. 6 | - - - | - - - | 1 13 4½ | 59 16 0 |
| Broughton Astley - - N.S. 6 | 95 0 0 | 1847 | 1 6 2½ | 1 10 0 |
| Buckminster - - - N.S. | 40 0 0 | 1842 | 0 19 11½ | |
| Burbage - - - - N.S. 5 | - - - | - - - | 2 0 0 | 256 13 10 |
| Burbage - - - - Wes. 12 | - - - | - - - | 5 12 4 | 182 16 0 |
| Coalville - - - - N.S. 5 | *70 0 0 | 1839 | 8 17 9½ | 172 18 0 |
| " - - - - " | 120 0 0 | 1859 | | |
| Croxton Keyrial - - N.S. | 75 0 0 | 1845 | | |
| Dalby, Old - - - B.S. 12 | - - - | - - - | 4 16 2 | 655 19 8 |
| Donnington Castle - - Par. 7 | 620 0 0 | 1855 | 6 13 6½ | 285 18 6 |
| Eaton - - - - Par. 5 | - - - | - - - | 1 0 1 | 1 18 0 |
| Enderby - - - N.S. | 411 0 0 | 1860 | | |
| Frisby-on-the-Wreak - N.S. | 121 5 9 | 1855 | 1 1 2 | |
| Gilmorton - - - N.S. 6 | 120 0 0 | 1858 | 4 9 0½ | 230 9 0 |
| Glenn, Great - - - Ch. of E. 5 | - - - | - - - | - - - | 205 11 0 |
| Grace Dieu - - - R.C. 8 | - - - | - - - | 2 7 2 | 16 15 0 |
| Griffydam - - - Wes. 12 | 349 16 8 | 1854 | 8 18 9 | 534 18 0 |
| Harborough, Market - - N.S. 7 | *100 0 0 | 1836 | - - - | 436 3 0 |
| " - - - " | 60 0 0 | 1843 | | |
| " " - - " | 49 3 4 | 1859 | | |
| Harborough, Market - - B.S. | *205 0 0 | 1839 | | |
| Harby - - - - N.S. | 200 0 0 | 1861 | 4 1 6 | |
| Hathern - - - - N.S. 6 | 254 0 0 | 1850 | 7 18 5 | 667 1 4 |
| Heather - - - - N.S. | 40 0 0 | 1846 | | |
| Higham-on-the-Hill - N.S. 6 | *46 0 0 | 1838 | 1 13 4 | 151 13 4 |
| " - - - " | 23 12 6 | 1855 | | |
| Hinckley - - - - N.S. 5 | - - - | - - - | - - - | 377 1 8 |
| Hinckley, Holy Trinity - N.S. 5 | 220 0 0 | 1848 | 7 5 7 | 10 16 8 |
| Hose - - - - N.S. | 80 0 0 | 1846 | | |
| Hugglescote and Donnington - N.S. 5 | *51 0 0 | 1838 | 1 18 4½ | 34 7 0 |
| Humberston - - - N.S. 5 | - - - | - - - | 2 11 8½ | 144 6 0 |
| Husband's Bosworth - - N.S. 7 | 283 0 0 | 1858 | 3 9 1 | 77 4 0 |
| " " - - " | 122 0 0 | 1860 | | |
| Ibstock - - - - N.S. 6 | - - - | - - - | - - - | 63 10 10 |

*a* School does not now exist.

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|---|---|---|---|---|
| LEICESTERSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Ibstock - - - - B.S. 1 | 81 0 0 | 1848 | 5 6 6¾ | 448 15 0 |
| " - - - - " | 40 0 0 | 1852 | | |
| " - - - - " | 22 5 0 | 1856 | | |
| Kegworth - - - N.S. 6 | 133 0 0 | 1840 | 10 16 7½ | 573 2 8 |
| Kibworth-Beauchamp - - N.S. 5 | 115 0 0 | 1843 | - - - | 508 2 6 |
| " - - - - " | 32 0 0 | 1856 | | |
| Kilworth, North - - - N.S. 6 | - - - | - - - | 1 0 9½ | 19 7 0 |
| Kilworth, South - - - N.S. 6 | *40 0 0 | 1835 | 2 13 1½ | 28 6 0 |
| " " - - - " | 41 0 0 | 1851 | | |
| " " - - - " | 36 0 0 | 1859 | | |
| Kimcote - - - N.S. | - - - | - - - | - - - | 1 8 0 |
| Kirby Muxloe - - Ch. of E. | - - - | - - - | - - - | 29 17 0 |
| Knighton - - - - N.S. | 45 0 0 | 1841 | | |
| Knipton - - - - N.S. 6 | - - - | - - - | 2 16 8 | 259 9 6 |
| Leicester - - - - P.U. 5 | - - - | - - - | - - - | 18 6 8 |
| Leicester (Archdeacon Lane) Infant - - - B.S. | *100 0 0 | 1838 | - - - | 2,131 19 8 |
| Leicester, Central County - N.S. 6 | - - - | - - - | - - - | 386 16 8 |
| Leicester, Ch. Ch. - - N.S. 6 | 150 0 0 | 1841 | 9 6 7¾ | |
| Leicester (Curzon Street) - N.S. 6 | 237 3 4 | 1853 | 5 0 5¾ | 205 10 0 |
| Leicester (Great Meeting Day) - B.S. 1 | - - - | - - - | 34 2 1½ | 1,422 16 0 |
| Leicester (Hill Street) - - B.S. 1 | *750 0 0 | 1834 | 60 7 1½ | 2,851 3 8 |
| " " - - - " | 120 0 0 | 1855 | | |
| Leicester (Knighton Street) - N.S. 6 | - - - | - - - | - - - | 531 15 4 |
| Leicester, St. John's - - N.S. 5 | - - - | - - - | 10 0 7 | 602 18 1 |
| Leicester, St. Margaret's - N.S. 5 | *425 0 0 | 1835 | 15 8 1½ | 564 2 6 |
| Leicester, St. Martin's Charity Sch. 6 | - - - | - - - | - - - | 271 4 0 |
| Leicester, St. Mary's, Laxton Street - - - Ch. of E. 6 | 447 0 0 | 1858 | - - - | 670 2 8 |
| " " " - Par. 6 | 38 10 0 | 1860 | | |
| Leicester, St. Mary's, Old - Par. 6 | - - - | - - - | 4 3 4 | 362 11 4 |
| Loughborough - - Wes. 12 | - - - | - - - | 5 18 3¾ | 264 14 2 |
| Loughborough, Emanuel, Boys N.S. 6 | - - - | - - - | - - - | 7 4 0 |
| Loughborough, Emanuel, Infant N.S. 6 | 150 0 0 | 1854 | 4 5 4½ | 516 5 8 |
| " " - - " | 261 0 0 | 1858 | | |
| Loughborough, " Lancasterian School - - - - 12 | 163 0 0 | 1859 | 4 9 4½ | 1,197 0 8 |
| Loughborough, St. Marie's - R.C. 8 | - - - | - - - | 5 18 11¼ | 269 15 4 |
| Lubenham - - - N.S. 6 | 527 0 0 | 1859 | 1 12 7 | 35 9 0 |
| Lutterworth - - Ch. of E. 6 | - - - | - - - | - - - | 99 15 0 |
| Melton Mowbray, Free - - N.S. 5 | 20 0 0 | 1852 | 15 11 3 | 1,984 6 0 |
| Melton Mowbray Church School | 100 0 0 | 1854 | *a*10 13 4 | |
| Melton Mowbray - - B.S. 12 | - - - | - - - | 12 6 8½ | 535 13 0 |
| " " - - - " | - - - | - - - | *a*6 13 4 | |
| Moira - - - - Ch. of E. 5 | - - - | - - - | - - - | 165 18 4 |
| Mount St. Bernard, Agricultural Colony - - - - R.C. 5 | - - - | - - - | 11 5 6 | 1,613 4 5 |
| Nailstone - - - - N.S. 6 | - - - | - - - | - - - | 102 15 4 |
| Nailstone, Infant - - - N.S. 6 | - - - | - - - | - - - | 67 5 4 |
| Oadby - - - - N.S. 5 | 220 0 0 | 1848 | - - - | 117 8 0 |
| Peckleton, Juvenile Reformatory 6 | - - - | - - - | - - - | 167 1 5 |
| Queeniborough - - - N.S. 5 | 85 0 0 | 1848 | - - - | 7 1 0 |
| Quorndon - - - N.S. 5 | *48 0 0 | 1837 | - - - | 19 4 0 |
| " - - - - " | 12 0 0 | 1847 | | |
| Rearsby - - - Ch. of E. 6 | - - - | - - - | - - - | 17 10 0 |
| Redmill - - - - N.S. | - - - | - - - | 1 0 9 | |
| Rothley - - - - N.S. 6 | *69 0 0 | 1839 | 2 18 4 | 47 18 4 |
| " - - - - " | 17 3 4 | 1853 | | |
| Scalford - - - - N.S. | 20 0 0 | 1846 | 1 9 1 | |
| Sharnford - - - N.S. 6 | 70 0 0 | 1846 | 1 0 0 | 22 5 |
| " - - - - " | 9 0 0 | 1858 | | |
| Sheepy - - - - N.S. 6 | 108 0 0 | 1848 | - - - | 5 5 0 |
| Sheepshed - - - - N.S. 5 | *200 0 0 | 1837 | 11 8 4½ | 1,719 4 4 |
| " - - - - " | 17 0 0 | 1850 | | |
| " - - - - " | 30 0 0 | 1855 | | |
| " - - - - " | 21 0 0 | 1858 | | |
| Sheepshed - - - R.C. 8 | - - - | - - - | 1 5 0 | 1 5 0 |
| Shilton (Earl's) - - - N.S. 6 | 389 14 0 | 1859 | 2 7 4 | 495 11 8 |
| Sileby - - - - N.S. 6 | 578 0 0 | 1859 | 4 3 9½ | 58 2 0 |
| Stapleton - - - - N.S. | 75 0 0 | 1848 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| **Leicestershire—*cont.*** | | | | |
| Stoke Golding Grammar School | 40 0 0 | 1842 | | |
| Stonesby - - - N.S. | - - - | - - - | 1 4 0 | |
| Swepstone - - - N.S. | 40 0 0 | 1844 | | |
| Syston - - - N.S. 5 | - - - | - - - | 2 4 4 | 166 7 0 |
| Thringstone - - - N.S. | 52 10 0 | 1844 | | |
| " - - - " | 20 19 4 | 1858 | | |
| Thurlaston, B., G., and Infants N.S. 7 | 294 6 0 | 1854 | 2 1 4½ | 340 18 0 |
| " " " - - " | 150 0 0 | 1859 | | |
| Thurmaston - - - N.S. 5 | 125 0 0 | 1845 | 3 5 10½ | 264 7 8 |
| " - - - " | 15 0 0 | 1846 | | |
| " - - - " | 40 6 0 | 1857 | | |
| Twyford - - - Wes. 12 | - - - | - - - | 5 10 1 | 129 0 4 |
| Twyford - - - N.S. 6 | 54 0 0 | 1846 | 2 5 4½ | 236 14 0 |
| " - - - " | 22 0 0 | 1856 | | |
| Waltham-on-the-Wolds - - N.S. 6 | 150 0 0 | 1847 | 3 13 5½ | 340 2 6 |
| Whatton, Long - - - N.S. 6 | - - - | - - - | 6 10 10 | 234 10 0 |
| Whitwick - - - N.S. 5 | *45 0 0 | 1836 | 4 16 7¾ | 303 4 |
| " - - - " | 484 0 0 | 1858 | | |
| " - - - " | 212 0 0 | 1858 | | |
| Wigston, Great - - - B.S. 2 | - - - | - - - | - - - | 37 13 0 |
| Wigston, Great - - - N.S. | 50 0 0 | 1843 | 1 0 7½ | 336 5 0 |
| " - - - " | 35 0 0 | 1844 | | |
| " - - - " | 15 0 0 | 1856 | | |
| " - - - " | 11 0 0 | 1857 | | |
| " - - - " | 26 10 0 | 1858 | | |
| Woodhouse - - - N.S. | *66 0 0 | 1838 | | |
| Woodhouse Eaves, Day & Even. N.S. | 118 0 0 | 1860 | 6 4 8½ | 51 2 8 |
| Woodville - - - N.S. 6 | 150 0 0 | 1849 | 2 10 0½ | 14 3 0 |
| " - - - " | 25 4 0 | 1855 | | |
| " - - - " | 16 2 8 | 1860 | | |
| Wymeswold - - - N.S. 5 | 108 0 0 | 1847 | 1 14 11½ | 135 7 0 |
| " - - - " | 31 0 0 | 1854 | | |
| **Lincolnshire.** | | | | |
| Alford - - - N.S. 2 | 23 18 6 | 1860 | 2 6 5 | 28 16 0 |
| Alkborough - - - N.S. 2 | - - - | - - - | 1 19 2½ | 92 0 0 |
| Bardney - - - Wes. 10 | 391 0 0 | 1857 | 10 2 5½ | 388 13 1 |
| Bardney, Kitching's Charity School 3 | - - - | - - - | 3 12 2½ | 113 9 0 |
| Barkstone - - - N.S. 2 | *50 0 0 | 1835 | - - - | 30 0 0 |
| Barton-on-Humber - - N.S. 2 | 350 0 0 | 1845 | 5 14 3¾ | 186 14 0 |
| " - - - " | 71 6 8 | 1859 | | |
| Barton-on-Humber - - Wes. 7 | 396 15 0 | 1850 | 24 9 10 | 1,511 0 10 |
| " " - - - " | 220 0 0 | 1857 | | |
| Bassingham - - - Wes. 11 | 279 0 0 | 1856 | 9 0 3 | 275 17 10 |
| Bassingham - - - N.S. 2 | 244 0 0 | 1856 | 2 0 0 | 276 7 0 |
| Beesby - - - N.S. | 15 0 0 | 1845 | | |
| Belleau and Aby - - N.S. 1 | 115 10 0 | 1857 | 4 0 9 | 250 13 6 |
| " " - - - " | 50 0 0 | 1859 | | |
| Bennington, Long - - N.S. 2 | 161 0 0 | 1848 | 2 1 7½ | 220 1 0 |
| " " - - - " | 52 0 0 | 1849 | | |
| " " - - - " | 30 0 0 | 1854 | | |
| Bicker - - - N.S. | 72 0 0 | 1846 | 1 2 3 | |
| Binbrooke - - - N.S. 2 | 100 0 0 | 1843 | - - - | 7 6 0 |
| Blyton - - - N.S. | 75 0 0 | 1844 | | |
| Bolingbroke, New - - N.S. | - - - | - - - | 1 4 8½ | |
| Bolingbroke, Old, Girls - N.S. | 40 0 0 | 1841 | 2 18 4½ | |
| " " - - - " | 25 0 0 | 1854 | | |
| Bolingbroke, Old, Mixed - N.S. 2 | 45 0 0 | 1842 | - - - | 19 9 0 |
| Boston - - - N.S. 2 | 497 5 0 | 1850 | 32 7 7½ | 1,626 9 0 |
| " - - - " | 135 12 8 | 1859 | | |
| Boston - - - B.S. 7 | 28 19 5 | 1852 | 15 18 2 | 2,139 8 4 |
| Boston, Industrial - - Wes. 7 | 419 0 0 | 1850 | 29 12 7½ | 1,274 9 10 |
| " " - - - " | 39 7 0 | 1857 | | |
| Boston, East, Infant School - - 2 | - - - | - - - | - - - | 114 17 0 |
| Boston, St. James - - N.S. | - - - | - - - | 3 9 7½ | |
| Boston, West Church - - N.S. 2 | - - - | - - - | 3 14 0½ | 876 5 4 |
| Bottesford - - - N.S. | 100 0 0 | 1847 | 0 4 7½ | |
| Brocklesby Park - - N.S. 2 | - - - | - - - | 2 12 0½ | 547 1 6 |
| Broughton (Brant) - - Wes. 11 | - - - | - - - | 3 4 1 | 360 4 0 |

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|---|---|---|---|---|
| **Lincolnshire**—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Burgh - - - - Wes. 7 | 192 0 0 | 1858 | 7 6 11½ | 165 18 0 |
| Burton Coggles - - Par. | - - - | - - - | 1 6 0½ | |
| Butterwick, West - Ch. of E. 2 | - - - | - - - | - - - | 134 16 10 |
| Caistor - - - N.S. 2 | 456 0 0 | 1860 | - - - | 10 12 6 |
| Carlton-le-Moorlands - N.S. 1 | - - - | - - - | - - - | 7 13 0 |
| Carlton, (Little) Infant - N.S. | 90 0 0 | 1858 | | |
| Claxby - - - - N.S. 3 | - - - | - - - | - - - | 4 15 0 |
| Claypole - - - - N.S. 2 | - - - | - - - | 3 9 8½ | 248 12 10 |
| Cleethorpe - - - N.S. 1 | 349 1 5 | 1857 | 1 7 9½ | 44 11 0 |
| Cockerington - - - N.S. | 42 0 0 | 1843 | | |
| Colsterworth - - - N.S. 2 | - - - | - - - | 4 7 7½ | 538 5 4 |
| Coningsby - - - Wes. | - - - | - - - | 1 13 4 | |
| Coningsby - - - N.S. | *60 0 0 | 1836 | | |
| Covenham, St. Mary's - N.S. 2 | 28 0 0 | 1857 | 3 9 11 | 113 15 10 |
| „ „ - - „ | 2 1 0 | 1860 | | |
| Deeping, St. James' - - N.S. 1 | - - - | - - - | 2 8 8½ | 12 5 0 |
| Donington-on-Baine - - N.S. | 90 0 0 | 1850 | 3 7 2 | |
| „ - - - - „ | 100 0 0 | 1853 | - - - | |
| Dunston - - - - N.S. | 45 6 8 | 1852 | 2 6 8 | |
| Epworth - - - - N.S. 2 | 70 0 0 | 1846 | 2 13 11 | 76 5 0 |
| „ - - - - „ | 23 10 0 | 1861 | - - - | |
| Ferry, West - - - Wes. 1 | - - - | - - - | 5 0 6 | 194 15 9 |
| Fiskerton - - - - N.S. | 278 0 0 | 1861 | - - - | |
| Foston - - - - N.S. | 84 0 0 | 1848 | 1 7 6½ | |
| Friskney, Endowed - Ch. of E. 2 | 350 0 0 | 1860 | - - - | 4 10 0 |
| Fulletby - - - - N.S. | 115 0 0 | 1859 | | |
| Gainsborough - - - N.S. 2 | 100 0 0 | 1845 | 10 10 3½ | 1,161 19 2 |
| „ - - - - „ | 68 0 0 | 1856 | *a*6 13 4 | |
| Gainsborough - - - Wes. 10 | 250 0 0 | 1847 | 21 2 7½ | 1,220 11 3 |
| Gayton-le-Marsh - - N.S. | *31 0 0 | 1838 | | |
| Gedney, Drove End - Ch. of E. 1 | 284 0 0 | 1857 | 2 17 6½ | 112 17 0 |
| Gedney Hill - - - Par. | 286 0 0 | 1860 | 1 9 11½ | |
| Glandford Brigg - - N.S. 2 | 425 0 0 | 1855 | 10 15 9½ | 528 8 8 |
| Gosberton - - - N.S. | 199 4 4 | 1856 | 1 14 4 | |
| „ - - - - „ | 57 15 0 | 1860 | | |
| Goxhill - - - - Wes. 6 | 360 0 0 | 1856 | 8 14 0½ | 281 9 8 |
| „ - - - - „ | - - - | - - - | *a*6 3 8 | |
| Grantham - - - - N.S. 2 | 150 0 0 | 1844 | 25 7 11½ | 1,574 3 4 |
| „ - - - - „ | 40 0 0 | 1854 | | |
| „ - - - - „ | 36 0 0 | 1855 | | |
| „ - - - - „ | 52 0 0 | 1857 | | |
| „ - - - - „ | 1,250 0 0 | 1859 | | |
| Grantham, Hurst's Charity Sch. (*b*) - 2 | - - - | - - - | - - - | 85 13 4 |
| Grantham - - - - B.S. 10 | *100 0 0 | 1835 | 4 12 3½ | 442 1 6 |
| „ - - - - „ | 14 18 10 | 1856 | - - - | |
| „ - - - - „ | 10 12 6 | 1861 | | |
| Grantham (Brownlow), Infts. and Sunday School - Ch. E. 2 | *105 0 0 | 1835 | 4 12 5½ | 97 5 0 |
| „ „ - - - „ | 150 0 0 | 1859 | | |
| Grantham, St. Mary's - - R.C. | - - - | - - - | 3 6 0½ | |
| Grantham (Welby) - - N.S. 2 | 308 0 0 | 1858 | 4 12 5½ | 153 10 4 |
| Grasby - - - - N.S. 2 | - - - | - - - | - - - | 27 1 0 |
| Greatford - - - N.S. | - - - | - - - | 1 13 4½ | |
| Grimsby, Boys - - Ch. of E. 2 | - - - | - - - | - - - | 20 3 0 |
| Grimsby, Girls - - Ch. of E. 2 | - - - | - - - | - - - | 18 6 8 |
| Grimsby - - - - Wes. 7 | 1,050 0 0 | 1858 | 27 12 2½ | 885 7 0 |
| Hale Magna - - Ch. of E. 2 | - - - | - - - | - - - | 47 4 0 |
| Halton, East - - - Par. | 18 0 0 | 1859 | - - - | |
| Halton Holegate - - N.S. 2 | 70 0 0 | 1848 | - - - | 114 6 8 |
| Harmston - - - N.S. 2 | 110 0 0 | 1852 | 6 10 4½ | 473 2 9 |
| „ - - - - „ | 45 2 0 | 1855 | - - - | |
| Hatcliffe - - - Wes. 7 | 255 0 0 | 1856 | 4 0 8½ | 50 11 0 |
| Heckington - - - N.S. 2 | 108 0 0 | 1846 | 1 5 7 | 1 3 0 |
| Heighington, Girls - - N.S. 1 | - - - | - - - | - - - | 23 16 8 |
| Helpringham - - - N.S. | - - - | - - - | 1 3 6 | |
| Heydour - - - - N.S. 2 | - - - | - - - | - - - | 18 7 0 |
| Hogsthorpe - - - N.S. 2 | 400 0 0 | 1859 | 4 3 4½ | 19 11 0 |
| Holbeach - - - - N.S. | 75 0 0 | 1845 | 2 1 11 | |
| Holbeach, St. John's - N.S. | 75 0 0 | 1853 | 1 11 8 | |
| Holland, New - - - N.S. 1 | - - - | - - - | - - - | 12 10 0 |

*a* Scientific apparatus. *b* This school is merged into Grantham N.S.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| LINCOLNSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Horncastle - - - N.S. 1 | 46 10 0 | 1859 | 4 0 0 | 478 4 0 |
| Horncastle - - - Wes. 11 | 580 0 0 | 1860 | 9 3 4½ | 114 16 3 |
| Howsham - - - B.S. 7 | - - - | - - - | - - - | 3 9 0 |
| Huttoft - - - N.S. 2 | 17 0 0 | 1841 | 8 3 11 | 60 19 2 |
| " - - - " | 22 0 0 | 1842 | | |
| Keal, West - - - N.S. 1 | - - - | - - - | - - - | 64 8 0 |
| Kirton-in-Lindsey - - N.S. 2 | *67 0 0 | 1838 | 2 1 3½ | 12 16 0 |
| Laceby - - - N.S. 2 | - - - | - - - | - - - | 83 7 0 |
| Laceby - - - Wes. 7 | - - - | - - - | 3 6 8 | 203 16 6 |
| Laceby, Stanford's Charity - N.S. 2 | - - - | - - - | 3 14 10 | 73 1 4 |
| Langworth in Newbold - Ch. of E. | 249 8 0 | 1861 | | |
| Leake, New - - - Wes. 8 | 180 0 0 | 1852 | 10 0 2½ | 580 0 10 |
| Leake, New - - - B.S. | 360 0 0 | 1857 | 4 13 4 | |
| Leake, Old - - - B.S. 7 | - - - | - - - | - - - | 74 18 0 |
| Legsby - - - N.S. | 40 0 0 | 1849 | 0 16 8 | |
| Lincoln - - - B.S. | 206 0 0 | 1841 | | |
| Lincoln - - - Wes. 10 | 1,427 0 0 | 1860 | 43 1 3½ | 1,900 1 6 |
| Lincoln, Eastgate (Miss Cookson's) - - - N.S. 2 | - - - | - - - | 9 9 0½ | 479 3 4 |
| Lincoln, North District - N.S. 2 | 397 10 0 | 1852 | 9 19 11½ | 701 0 0 |
| Lincoln, St. Peter's, Central - N.S. 2 | - - - | - - - | 13 1 10½ | 705 7 8 |
| Lissington - - - N.S. 2 | 160 0 0 | 1855 | - - - | 13 6 8 |
| Louth - - - N.S. 2 | *75 0 0 | 1836 | - - - | 90 13 0 |
| " - - - " | *130 0 0 | 1836 | | |
| Louth, Infants - - - N.S. 2 | - - - | - - - | - - - | 34 16 8 |
| Louth - - - B.S. 8 | 450 0 0 | 1841 | 50 19 11½ | 2,637 6 4 |
| " - - - " | 168 0 0 | 1856 | | |
| Louth - - - Wes. 7 | 620 0 0 | 1859 | 4 3 4 | 211 18 4 |
| Ludborough, St. Mary's - Ch. of E. | 150 0 0 | 1861 | - - - | - - - |
| Manton - - - N.S. | 155 0 0 | 1857 | 1 12 6½ | |
| Marsh Chapel - - - N.S. 1 | *60 0 0 | 1838 | - - - | 137 18 8 |
| Marton - - - N.S. | 82 0 0 | 1841 | | |
| Messingham - - - N.S. 2 | 110 7 10 | 1854 | 0 18 3 | 317 1 4 |
| Metheringham - - - Wes. 10 | - - - | - - - | 7 18 3½ | 441 11 4 |
| Navenham, Girls - - Ch. of E. | - - - | - - - | - - - | 14 3 4 |
| Nettleham - - - N.S. 2 | 399 0 0 | 1859 | - - - | 129 10 0 |
| Newton-on-Trent - - Par. 1 | - - - | - - - | 1 12 11 | 36 17 0 |
| Newton (Wold) - - - N.S. | 40 0 0 | 1845 | 1 5 3 | |
| Nocton - - - Ch. of E. 2 | - - - | - - - | - - - | 16 5 0 |
| Northorpe - - - N.S. | 48 0 0 | 1848 | | |
| Orby - - - N.S. | *28 0 0 | 1837 | | |
| Ormsby-cum-Kelsby - - N.S. 3 | - - - | - - - | - - - | 58 6 0 |
| Owmby - - - N.S. | *36 0 0 | 1836 | | |
| Owston - - - N.S. 2 | 81 0 0 | 1842 | - - - | 79 18 0 |
| Partney - - - N.S. 2 | 220 0 0 | 1858 | - - - | 169 17 8 |
| Pinchbeck, East - - - N.S. 2 | 140 0 0 | 1844 | 15 1 11½ | 406 6 0 |
| Pinchbeck, West - - - N.S. 1 | - - - | - - - | 2 5 11½ | 522 14 0 |
| Potterhanworth - - - N.S. | 196 0 0 | 1856 | | |
| Rasen (Market) - - - N.S. 2 | 79 6 8 | 1857 | 2 18 7½ | 132 3 10 |
| Repham - - - Ch. of E. 1 | - - - | - - - | - - - | 3 5 9 |
| Reston - - - Par. | 96 0 0 | 1859 | | |
| Revesby - - - Par. 2 | - - - | - - - | 3 10 10 | 97 2 0 |
| Roulston - - - N.S. 3 | - - - | - - - | - - - | 4 10 0 |
| Rowston - - - N.S. | 78 10 0 | 1853 | 1 0 4½ | |
| Ruskington - - - N.S. | - - - | - - - | 3 15 0½ | 36 0 0 |
| Saleby - - - N.S. | 50 0 0 | 1846 | | |
| Saltfleetby, Parish Day - N.S. 3 | 64 0 0 | 1850 | 2 3 4 | 4 14 0 |
| Saxby - - - N.S. 1 | - - - | - - - | - - - | 8 19 0 |
| Saxilby - - - N.S. 2 | 120 0 0 | 1846 | 14 6 9½ | 380 5 0 |
| " - - - " | 18 10 0 | 1849 | | |
| " - - - " | 41 19 3 | 1858 | | |
| Scarle, North - - - N.S. | - - - | - - - | - - - | 1 14 0 |
| Scottor and Scotton - - N.S. 3 | *100 0 0 | 1837 | 7 1 11 | 427 11 0 |
| " " - - " | 100 0 0 | 1847 | *a*7 17 6 | - - - |
| " " - - " | 26 0 0 | 1855 | - - - | - - - |
| Skellingthorpe - - - N.S. 2 | 224 8 0 | 1857 | 6 5 1½ | 167 11 4 |
| Skendleby - - - N.S. | 60 0 0 | 1845 | 1 6 7 | |
| Skirbeck - - - N.S. 2 | 190 0 0 | 1840 | 6 19 11 | 699 8 8 |
| Sleaford - - - Wes. 11 | - - - | - - - | 8 2 5½ | 450 11 4 |
| Sleaford, New (Alvey's Charity) N.S. 3 | 154 10 0 | 1852 | 7 1 4 | 249 7 4 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| LINCOLNSHIRE—*cont.* | | | | |
| Sleaford, Infants - - - N.S. 2 | 432 0 0 | 1857 | - - - | 123 5 4 |
| Southrow - - - Ch. of E. | 234 0 0 | 1857 | 1 13 4 | |
| Spalding - - - - N.S. 2 | 350 0 0 | 1846 | 7 12 0½ | 938 10 4 |
| " - - - - " | 33 6 8 | 1856 | | |
| " - - - - " | 178 11 9 | 1860 | | |
| Spalding - - - - B.S. 7 | *180 0 0 | 1839 | 16 18 5½ | 1,050 15 0 |
| " - - - - " | 116 0 0 | 1858 | | |
| Spilsby - - - N.S. 5 | 596 0 0 | 1860 | - - - | 109 9 8 |
| Spittlegate - - - N.S. 1 | 50 0 0 | 1844 | 6 9 2½ | 208 10 4 |
| " - - - " | 39 3 4 | 1860 | | |
| Spittlegate - - - Wes. 10 | - - - | - - - | 7 19 2 | 391 14 4 |
| Stamford and St. Martin's - N.S. 2 | - - - | - - - | 3 9 8½ | 296 5 0 |
| Stamford, St. Michaels - N.S. 2 | - - - | - - - | 6 8 6½ | 3 13 4 |
| Stickford - - - N.S. | 93 0 0 | 1847 | | |
| Sutton, Long - - B.S. | *168 0 0 | 1836 | | |
| Sutton, Long, Girls - N.S. 1 | - - - | - - - | 1 10 0 | 122 5 0 |
| Sutton, St. Matthew's - Ch. of E. | 300 0 0 | 1859 | | |
| Sutton, St. Nicholas' - N.S. | 84 0 0 | 1849 | 2 0 8 | |
| Swaby - - - - N.S. 1 | 143 0 0 | 1858 | 2 13 6½ | 40 10 0 |
| " - - - " | 65 0 0 | 1861 | | |
| Tealby, D'Eyncourt School - 11 | - - - | - - - | - - - | 113 16 8 |
| Tetford - - - Wes. 11 | - - - | - - - | 1 5 10 | 219 1 4 |
| Tetney - - - Wes. 7 | 318 0 0 | 1857 | 6 13 4 | 203 0 0 |
| Thoresby, North - - Wes. 8 | 341 0 0 | 1856 | 2 0 0 | 263 11 0 |
| Timberland - - N.S. 2 | 66 5 0 | 1850 | - - - | 0 10 0 |
| Toynton, All Saints' - N.S. | 100 0 0 | 1846 | 0 10 0 | |
| Tydd, St. Mary's - N.S. | 290 0 0 | 1858 | | |
| Uffington (Earl Lindsey's) - N.S. 2 | - - - | - - - | 2 2 0 | 53 14 0 |
| Ulceby - - - N.S. 1 | 187 2 0 | 1848 | 1 13 4½ | 3 5 0 |
| " - - - " | 35 0 0 | 1860 | | |
| Waddington - - Ch. S. 2 | 176 0 0 | 1855 | 1 7 2 | 391 0 8 |
| Wainfleet - - - Wes. 8 | - - - | - - - | 7 16 9½ | 655 18 8 |
| " - - - " | - - - | - - - | *a*10 0 0 | |
| Wainfleet, All Saints' - N.S. | 351 0 0 | 1857 | 5 8 2½ | |
| Wainfleet, All Saints' and Northolme, Infants - N.S. 2 | 77 0 0 | 1860 | - - - | 135 13 2 |
| Wainfleet, St. Mary's - N.S. 2 | - - - | - - - | - - - | 138 17 8 |
| Waltham - - - Wes. 7 | 380 0 0 | 1858 | 5 0 0 | 92 10 0 |
| Wellingore - - - N.S. | 45 0 0 | 1848 | | |
| Welton - - - Par. 2 | - - - | - - - | 4 3 7½ | 184 7 0 |
| Welton-le-Wold - - N.S. 2 | *25 0 0 | 1840 | 4 6 3½ | 137 8 4 |
| " - - - " | 275 8 0 | 1860 | | |
| Weston, St. Mary's - N.S. 2 | - - - | - - - | 1 11 3½ | 335 5 6 |
| Whaplode Drove - - N.S. | 50 0 0 | 1845 | | |
| " - - - " | 11 19 6 | 1859 | | |
| Wildmore Fen, Gipsey Drove - N.S. | 216 0 0 | 1858 | 2 6 6 | |
| Willoughton - - N.S. | 56 0 0 | 1846 | | |
| Winterton - - - N.S. 2 | *90 0 0 | 1840 | 8 16 9½ | 382 2 10 |
| " - - - " | 68 4 8 | 1857 | | |
| Winterton - - - Wes. 7 | 105 0 0 | 1851 | 15 4 9½ | 838 3 4 |
| " - - - " | 121 8 0 | 1861 | | |
| Wintringham - - N.S. 1 | 80 0 0 | 1846 | 4 10 0 | 349 2 0 |
| " - - - " | 50 0 0 | 1855 | | |
| " - - - " | 38 0 0 | 1858 | | |
| Withern - - - N.S. 1 | 81 15 0 | 1850 | 4 0 9½ | 118 5 0 |
| " - - - " | 148 10 0 | 1859 | | |
| Wrawby - - - N.S. 1 | 60 0 0 | 1842 | 6 16 4½ | 255 10 4 |
| " - - - " | 60 0 0 | 1846 | | |
| " - - - " | 38 0 0 | 1856 | | |
| Yarburgh - - - Par. | 55 15 6 | 1861 | | |
| MIDDLESEX. | | | | |
| Acton - - - N.S. 9 | 153 0 0 | 1853 | 3 17 6½ | 528 1 0 |
| Acton - - - Wes. 6 | - - - | - - - | 1 6 8 | 132 13 4 |
| Agar Town, Boys - - N.S. 11 | - - - | - - - | - - - | 74 8 0 |
| Albany Street, St. Anne's - R.C. 1 | - - - | - - - | 2 13 4½ | 294 8 4 |
| Ashford - - - N.S. 5 | - - - | - - - | 3 12 10½ | 124 5 4 |
| (North) Audley Street, St. Mark's - - N.S. 10 | - - - | - - - | - - - | 2,001 9 10 |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| MIDDLESEX—*cont.* | | | | |
| (South) Audley Street, Grosvenor Chapel School - - - - 10 | - - - | - - - | - - - | 425 3 0 |
| Baldwin's Gardens - - N.S. 4 | 28 0 0 | 1848 | 24 9 7¾ | 2,802 7 11 |
| " " - - - | 10 0 0 | 1849 | | |
| Baldwin's Place, St. John's - N.S. | - - - | - - - | 10 0 9 | 682 10 0 |
| Barbican, St. Giles' (Jacob's Well Court) - - - B.S. | *150 0 0 | 1835 | | |
| Barnabas', St. - - - - N.S. 11 | *250 0 0 | 1837 | - - - | 84 17 0 |
| Bayswater - - - - N.S. 12 | - - - | - - - | 9 7 0 | 1,563 12 10 |
| Bayswater, St. Mary's, - - R.C. | - - - | - - - | - - - | 3 15 0 |
| Bedfont - - - - N.S. 6 | 108 0 0 | 1848 | 3 6 8¼ | 72 2 6 |
| " - - - - " | 24 15 0 | 1860 | | |
| Bethnal Green (Abbey Street) B.S. 6 | *750 0 0 | 1839 | 25 12 6 | 3,646 17 0 |
| " " " - " | 497 0 0 | 1843 | | |
| " " " - " | 200 0 0 | 1851 | | |
| " " " - " | 271 0 0 | 1857 | | |
| Bethnal Green (Castle Street), Gascoigne Place " - B.S. 6 | 470 0 0 | 1841 | 20 13 10¾ | 1,459 5 0 |
| " " " - " | 100 0 0 | 1842 | | |
| " " " - " | 80 10 0 | 1850 | | |
| " " " - " | 50 0 0 | 1854 | | |
| " " " - " | 66 0 0 | 1861 | | |
| Bethnal Green (Nova Scotia Gardens) - - - N.S. 8 | - - - | - - - | - - - | 122 1 8 |
| Bethnal Green, St. Andrew's - N.S. | 395 0 0 | 1846 | | |
| Bethnal Green, St. Bartholomew's (Upper) - - - - N.S. 3 | 400 0 0 | 1845 | 16 19 6¾ | 2,081 7 4 |
| " " - - - " | 150 0 0 | 1856 | | |
| Bethnal Green, St. Bartholomew's Elementary - - N.S. | 486 0 0 | 1856 | | |
| Bethnal Green, St. James' the Gt. N.S. | 404 0 0 | 1848 | 15 3 8¼ | 761 8 4 |
| " " " - " | 20 0 0 | 1854 | | |
| Bethnal Green, St. James' the Less N.S. 3 | 757 16 0 | 1860 | - - - | 18 1 4 |
| " " " - " | 640 7 0 | 1861 | | |
| Bethnal Green, St. John's - N.S. 5 | 600 0 0 | 1843 | 5 8 1 | 420 11 4 |
| " " - - - " | 21 6 8 | 1859 | | |
| " " - - - " | 7 12 6 | 1860 | | |
| " " - - - " | 65 0 0 | 1861 | | |
| Bethnal Green, St. Jude's - N.S. 3 | 500 0 0 | 1848 | 1 10 5½ | 832 14 8 |
| Bethnal Green, St. Matthew's - N.S. 4 | 20 0 0 | 1845 | 8 3 10½ | 1,225 15 10 |
| " " " - " | 50 0 0 | 1849 | | |
| " " " - " | 26 0 0 | 1858 | | |
| " " " - " | 160 0 0 | 1861 | | |
| Bethnal Green, St. Matthias' - N.S. 6 | 494 0 0 | 1852 | 6 16 8¼ | 486 0 0 |
| " " - - - " | 4 10 0 | 1857 | | |
| " " - - - " | 39 0 0 | 1858 | | |
| Bethnal Green, St. Peter's - N.S. 4 | 561 13 4 | 1852 | 21 15 1¾ | 1,252 14 2 |
| " - - - - " | 11 16 0 | 1859 | | |
| Bethnal Green, St. Philip's - N.S. 3 | 636 0 0 | 1854 | 16 1 8 | 195 3 4 |
| Bethnal Green, St. Simon Zelotes' (Bullard Street) - N.S. 3 | 400 0 0 | 1845 | 11 13 1¾ | 549 5 0 |
| " " " - " | 7 17 4 | 1853 | | |
| " " " - " | 15 6 8 | 1858 | | |
| Bethnal Green, St. Simon Zelotes' (Morpeth Street) - N.S. | 400 0 0 | 1856 | | |
| Bethnal Green, St. Thomas' - N.S. 3 | 583 0 0 | 1851 | 19 16 7¾ | 348 10 4 |
| " - - - - " | 1 0 0 | 1858 | | |
| Blackfriars, St. Andrew's Hill, Infant - - - - N.S. | 142 0 0 | 1847 | | |
| Blandford Square - - R.C. 2 | - - - | - - - | 13 5 0 | 1,149 4 2 |
| Blandford Square Reformatory R.C. | - - - | - - - | - - - | 814 12 7 |
| Bloomsbury - - - N.S. 11 | - - - | - - - | 20 12 9¾ | 2,238 5 4 |
| Bloomsbury (Broad Street), Refuge for Girls - - - 10 | - - - | - - - | - - - | 590 14 7 |
| Bloomsbury, Great Queen Street Refuge - - 10 | - - - | - - - | - - - | 1,961 1 6 |
| Bloomsbury, St. George the Martyr's (Theobald's Road), Boys - - - - N.S. 11 | 642 0 0 | 1859 | 31 17 1½ | 1,658 3 10 |
| " " " - " | - - - | - - - | a10 0 0 | |

a Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| **Middlesex**—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Brentford - - - - B.S. 4 | *250 0 0 | 1834 | 31 18 11½ | 2,477 0 0 |
| " - - - - - " | 814 0 0 | 1860 | | |
| Brentford (New), Girls only - N.S. 12 | *90 0 0 | 1840 | 5 4 2½ | 123 19 0 |
| " " - - - " | 80 10 0 | 1861 | | |
| Brentford (New), Boys - - N.S. | 46 0 0 | 1859 | 2 0 7 | |
| Brentford, Old - - - N.S. | *85 0 0 | 1839 | | |
| Britannia Court, Gray's Inn Road, Industrial School - - 6 | - - - | - - - | - - - | 233 0 0 |
| Bromley, George Street - - B.S. 12 | *125 0 0 | 1839 | - - - | 160 6 0 |
| " - - - " | 10 7 0 | 1860 | | |
| Bromley, St. Leonard's - - N.S. 11 | 17 10 0 | 1849 | 10 19 1 | 1,415 10 8 |
| " " - - - | 340 0 0 | 1852 | | |
| Brompton - " - - - N.S. 10 | 400 0 0 | 1842 | 10 0 0½ | 869 9 8 |
| " - - - - - " | 42 0 0 | 1848 | | |
| " - - - - - " | 28 2 6 | 1858 | | |
| Brompton, the Oratory - - R.C. 3 | - - - | - - - | 3 0 3 | 659 4 3 |
| Brompton, Lower Grove, Indust. R.C. | - - - | - - - | - - - | 1 14 0 |
| Brompton (Marlboro' Square) - R.C. 3 | - - - | - - - | 3 6 8½ | 224 17 0 |
| Brompton, St. Martha's Reformatory - - - R.C. | - - - | - - - | - - - | 343 16 10 |
| Brompton, West, St. Mary's, Juvenile and Infants - - N.S. 1 | - - - | - - - | 5 17 9½ | 275 9 0 |
| Buckingham Palace, Royal Mews School - - - - - 4 | *100 0 0 | 1834 | - - - | 263 9 2 |
| Bunhill Row, Moorfields - - R.C. 2 | - - - | - - - | 16 11 11 | 396 13 4 |
| Bunhill Row, St. Joseph's - R.C. 6 | - - - | - - - | - - - | 12 8 0 |
| Camden Town, Family Home - - 1 | - - - | - - - | 0 12 6 | 827 18 11 |
| Camden Town - - - N.S. 3 | *100 0 0 | 1839 | 37 9 0½ | 2,933 16 8 |
| " " - - - " | 500 0 0 | 1849 | | |
| " " - - - " | 25 9 4 | 1850 | | |
| Camden Town (Brook Street), Ragged and Reformatory - - 6 | - - - | - - - | - - - | 155 6 0 |
| Central London District School (Hanwell) - - - - 8 | - - - | - - - | 2 5 4½ | 1,087 1 8 |
| Charles Street, St. Andrew's, School of Industry - - - | - - - | - - - | - - - | 141 16 0 |
| Charles Street, Drury Lane - R.C. 2 | 3,000 0 0 | 1858 | - - - | 2,591 9 8 |
| Charterhouse, St. Thomas', (Golden Lane), Free School - - 9 | 5,909 0 0 | 1857 | - - - | 1,298 5 4 |
| Charterhouse, St. Thomas', Upper and Lower (Goswell Street) - - - - N.S. 9 | 430 0 0 | 1847 | 165 3 11½ | 6,904 13 4 |
| " " " - " | 11 1 4 | 1849 | *a*10 0 0 | |
| " " " - " | 100 0 0 | 1852 | | |
| " " " - " | 1,954 13 4 | 1853 | | |
| " " " - " | 939 0 0 | 1856 | | |
| Chelsea, Ch. Ch. - - - N.S. 1 | 318 0 0 | 1843 | 11 6 3 | 1,091 5 4 |
| " " - - - " | 12 0 0 | 1847 | | |
| " " - - - " | 112 10 0 | 1852 | | |
| " " - - - " | 20 0 0 | 1856 | | |
| Chelsea, Markham Street Ch. of E. 2 | - - - | - - - | - - - | 3 13 4 |
| Chelsea, School of Discipline - 1 | - - - | - - - | - - - | 578 14 8 |
| Chelsea (Sloane Street), Home 2 | - - - | - - - | - - - | 575 4 9 |
| Chelsea, St. Joseph's - - R.C. 2 | - - - | - - - | 4 5 0½ | 1,156 2 0 |
| Chelsea, St. Jude's - - - N.S. 11 | 266 0 0 | 1846 | 7 15 9½ | 676 9 4 |
| " " - - - " | 4 13 4 | 1855 | | |
| " " - - - " | 27 0 0 | 1856 | | |
| Chelsea, St. Judes', Ragged School - 3 | - - - | - - - | - - - | 52 9 2 |
| Chelsea, St. Luke's (Park Chapel) N.S. 2 | 14 6 8 | 1852 | 17 17 9½ | 1,288 14 8 |
| Chelsea, St. Luke's - - Par. 2 | - - - | - - - | 7 12 0½ | 1,214 5 0 |
| Chelsea, St. Mark's, Practising School 1 | 733 0 0 | 1854 | - - - | 2,039 13 2 |
| Chelsea, St. Mary's, Infants - R.C. 3 | - - - | - - - | - - - | 142 6 8 |
| Chelsea (Upper), St. Saviour's - N.S. 2 | 50 0 0 | 1847 | 13 12 2½ | 1,210 14 3 |
| Chelsea (Upper), Trinity - - N.S. 1 | *63 0 0 | 1837 | 30 16 1 | 2,830 14 0 |
| " " " - " | 106 0 0 | 1847 | | |
| " " " - " | 25 0 0 | 1848 | | |
| " " " - " | 15 10 0 | 1848 | | |
| " " " - " | 15 0 0 | 1851 | | |
| " " " - " | 12 0 0 | 1854 | | |
| " " " - " | 3 16 0 | 1855 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| MIDDLESEX—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Chiswick, Boys - - N.S. 12 | - - - | - - - | 2 15 0 | 85 2 8 |
| Chiswick, Girls - - N.S. 12 | - - - | - - - | 2 9 9½ | 198 12 4 |
| City Road, St. Matthew's - N.S. 12 | 250 0 0 | 1853 | 9 16 1½ | 795 11 4 |
| Clerkenwell, Church of the Holy Trinity - - - R.C. 5 | - - - | - - - | 8 17 4 | 130 16 8 |
| Clerkenwell, St. Mark's - - N.S. 3 | - - - | - - - | - - - | 541 8 4 |
| Clerkenwell, Lamb and Flag Ragged School - - - - | - - - | - - - | 18 8 2 | |
| Clerkenwell, Upper Rosoman Street - - - - R.C. 5 | - - - | - - - | - - - | 53 16 8 |
| Commercial Road, St. Patrick's and St. Augustine's - - R.C. 3 | - - - | - - - | 31 5 10½ | 838 6 6 |
| Crown Court - - - Ch. of S. 1 | 375 0 0 | 1849 | 12 9 11½ | 290 1 8 |
| " " - - - " | 125 0 0 | 1859 | | |
| Dalston Refuge for the Destitute - - | - - - | - - - | - - - | 1,550 0 10 |
| Drayton, West - - - - N.S. 6 | 471 0 0 | 1860 | 1 14 4 | 13 2 6 |
| Dunstan's, St., in the West - N.S. 2 | - - - | - - - | 11 18 7½ | 744 13 4 |
| Dufour's Place, St. Edward's R.C. 2 | - - - | - - - | 7 5 3½ | 1,105 10 11 |
| Ealing - - - - N.S. 5 | - - - | - - - | - - - | 157 15 4 |
| Ealing, Girls, Charity School - 5 | - - - | - - - | - - - | 2 0 0 |
| Ealing - - - - B.S. 6 | - - - | - - - | 2 10 4½ | 99 7 0 |
| Ealing, Ch. Ch., Infant - N.S. 7 | - - - | - - - | 2 0 6½ | 98 2 6 |
| Edmonton (Upper) - Ch.S. | 118 0 0 | 1852 | | |
| Enfield - - - - N.S. 6 | - - - | - - - | - - - | 530 1 8 |
| Enfield - - - - B.S. | *200 0 0 | 1840 | | |
| Enfield Lock Factory (Government School) - - - - - 6 | - - - | - - - | 4 15 0½ | 363 2 4 |
| Enfield, Highway, St. James' Chapel - - - N.S. 6 | *203 0 0 | 1834 | 9 16 1½ | 654 2 0 |
| " " - - - | 202 12 5 | 1860 | | |
| Enfield, Highway, St. James', Infant - - - N.S. | - - - | - - - | - - - | 11 2 0 |
| Enfield, Jesus Chapel (Bull's Cross) - - - N.S. | 75 0 0 | 1850 | | |
| Feltham - - - - N.S. 5 | 30 0 0 | 1857 | 3 8 4½ | 164 9 8 |
| " - - - - - | 91 7 6 | 1861 | | |
| Finchley - - - B.S. | 60 0 0 | 1842 | | |
| Finchley, Holy Trinity, National and Industrial School - - | 300 0 0 | 1848 | 10 2 4 | 454 18 6 |
| " " " - - | 200 0 0 | 1849 | *a*20 6 8 | |
| " " " - - | 100 0 0 | 1851 | | |
| " " " - - | 10 0 0 | 1852 | | |
| Finchley, St. Mary's - - N.S. 6 | 1,058 15 6 | 1855 | 2 6 8½ | 148 8 4 |
| Finsbury, St. James' (Curtain Road) - - - N.S. 2 | 600 0 0 | 1854 | 16 11 0½ | 1,285 8 4 |
| Finsbury, St. Paul's - - N.S. 2 | 365 0 0 | 1845 | - - - | 1 5 0 |
| Finsbury (Whitecross Place), - B.S. | - - - | - - - | - - - | 142 13 0 |
| Finsbury (Wilson Street) - Wes. | 520 0 6 | 1857 | 5 12 4½ | 175 16 0 |
| Fisher Street (Red Lion Square) B.S. | *334 0 0 | 1834 | | |
| Fitzroy Square - - - - R.S. | - - - | - - - | - - - | 30 0 0 |
| Fulham, All Saints' - - N.S. 5 | - - - | - - - | 6 7 9½ | 1,491 6 0 |
| Fulham, St. Mary's, North End N.S. | 142 0 0 | 1848 | - - - | 1 5 0 |
| Fulham, St. Thomas' - - R.C. 2 | - - - | - - - | 5 3 11½ | 857 14 6 |
| Friern-Barnet - - - N.S. 7 | 373 10 0 | 1854 | 5 4 2½ | 387 15 0 |
| Gate Street - - - - R.C. 2 | 100 0 0 | 1851 | 7 10 0 | 971 3 0 |
| George's, St., in the East, Ch. Ch. (Walburgh St.), Lower Ch. of E. 11 | 175 0 0 | 1844 | 25 12 3½ | 2,381 12 0 |
| " " " - " | 1,044 18 5 | 1858 | | |
| " " " - " | 20 0 0 | 1860 | | |
| George's, St., in-the-East, Mission - - Ch. of E. 5 | - - - | - - - | - - - | 7 10 0 |
| George's, St., in the East, Middlesex Society's School - - 3 | - - - | - - - | 4 5 0½ | 336 18 0 |
| George's, St., in the East, St. Mary's (Johnson Street), Upper - - - N.S. 11 | 1,078 0 0 | 1849 | 22 17 1½ | 2,367 10 2 |
| George's, St., in the East (Pell Street) - - - - R.C. 2 | - - - | - - - | 13 6 8 | 695 9 0 |
| George's, St., in the East, St. Matthew's - - - N.S. 11 | - - - | - - - | 6 13 4 | 745 1 0 |

*a* Scientific apparatus. *b* School premises sold and building grant repaid.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| MIDDLESEX—*cont.* | | | | |
| Giles', St., in the Fields, Endell Street, Long Acre - - N.S. 10 | 3,000 0 0 | 1861 | 23 14 0½ | 863 13 4 |
| Giles', St., in the Fields, Trinity, (Parker Street, Drury Lane) - N.S. 10 | - - - | - - - | - - - | 260 7 0 |
| Giles', St., in the Fields, and St. George's Bloomsbury - Par. 10 | - - - | - - - | 2 14 2 | 188 15 0 |
| Gordon Square, All Saints' - N.S. 11 | 1,902 0 0 | 1858 | 56 12 3 | 1,156 13 0 |
| Hackney, Free and Parochial Sch. - 7 | 56 14 6 | 1859 | 9 7 6¾ | 359 12 6 |
| Hackney (Pleasant Place), Infts.' School - - - - 7 | 59 16 10 | 1859 | - - - | 36 2 6 |
| Hackney, South (Charity) - N.S. 10 | - - - | - - - | 8 7 2½ | 589 19 8 |
| Hackney, Trewint Industrial Home - - - - - | - - - | - - - | - - - | 123 9 10 |
| Hackney, West - - - N.S. 3 | *200 0 0 | 1838 | 17 6 3½ | 935 11 8 |
| Hackney Road, Adelphi Chapel, Gloucester Street - - B.S. 3 | - - - | - - - | - - - | 685 16 4 |
| Hackney Road (Ann's Place) - B.S. | 200 0 0 | 1841 | | |
| " " " - " | 40 0 0 | 1845 | | |
| Hackney Road (Weymouth Terrace) - - - - B.S. 6 | 600 0 0 | 1841 | 35 3 2 | 3,017 6 7 |
| " " " - " | 85 0 0 | 1850 | | |
| " " " - " | 45 0 0 | 1855 | | |
| " " " - " | 246 19 4 | 1858 | | |
| Haggerstone (Hertford Place) - B.S. | *50 0 0 | 1838 | | |
| Haggerstone, St. Bartholomew, Inft. - - - Ch. of E. 9 | - - - | - - - | - - - | 4 3 4 |
| Haggerstone, St. Mary's - N.S. 4 | *240 0 0 | 1839 | 15 18 6 | 1,742 12 4 |
| " " " - " | 114 0 0 | 1843 | | |
| " " " - " | 20 0 0 | 1849 | | |
| " " " - " | 25 0 6 | 1853 | | |
| Haggerstone, Stonebridge, All Saints' - - - - N.S. 9 | 407 0 0 | 1858 | 10 11 5 | 234 9 0 |
| Hammersmith - - - B.S. | *150 0 0 | 1838 | | |
| Hammersmith, Asylum of the Good Shepherd Reformatory R.C. | - - - | - - - | 4 14 2¼ | 508 13 9 |
| Hammersmith, Brook Green, Blyth House Reformatory - - | - - - | - - - | - - - | 441 3 5 |
| Hammersmith, St. Mary's, Practising School - - R.C. 2 | 276 0 0 | 1852 | 5 10 0¾ | 534 7 2 |
| Hammersmith, St. Paul's - N.S. 6 | *120 0 0 | 1837 | - - - | 243 6 0 |
| " " " | 23 6 8 | 1855 | | |
| Hammersmith, St. Peter's, Boys N.S. 9 | 391 0 0 | 1861 | - - - | 210 5 0 |
| Hammersmith, St. Peter's, Girls N.S. 9 | - - - | - - - | - - - | 518 18 4 |
| Hammersmith, St. Peter's and St. Paul's, Ragged, - Ch. of E. | 200 0 0 | 1853 | | |
| Hampstead, Ch. Ch. - - - N.S. 5 | 631 16 0 | 1856 | 17 6 8 | 907 4 4 |
| Hampstead Family Home - - - 2 | - - - | - - - | 0 18 4½ | 447 10 2 |
| Hampstead, St. John's - - Par. 3 | 1,386 0 0 | 1857 | 15 8 3½ | 1,829 2 2 |
| Hampstead, St. John's Chapel (Downshire Hill) - - - N.S. 4 | - - - | - - - | 16 10 2½ | 773 6 4 |
| Hampstead, St. Mary's - - R.C. 3 | - - - | - - - | - - - | 10 0 0 |
| Hampstead (West End) - N.S. | 110 0 0 | 1846 | | |
| Hampton, Girls - - - N.S. 9 | - - - | - - - | - - - | 3 6 8 |
| Hampton Wick - - - N.S. 3 | 30 0 0 | 1845 | 4 13 4 | 238 10 0 |
| Hampton Wick, Free School - - 3 | - - - | - - - | - - - | 106 16 8 |
| Hanwell - - - - N.S. 6 | 829 16 0 | 1855 | 10 2 10¾ | 1,215 13 2 |
| Hanworth - - - N.S. | 90 0 0 | 1848 | | |
| Harlington and Cranford - N.S. | 166 0 0 | 1848 | | |
| Harmondsworth - - N.S. 12 | 75 0 0 | 1847 | - - - | 76 15 0 |
| " " " | 17 3 9 | 1860 | | |
| Harrow Greenhill - - - N.S. 6 | 96 0 0 | 1860 | 1 5 0 | 2 15 0 |
| Harrow Weald - - - N.S. 7 | 305 2 0 | 1860 | 5 0 0¾ | 96 5 0 |
| Harp Alley (Farringdon Street) B.S. 6 | - - - | - - - | 5 17 1¾ | 812 2 8 |
| Harrow-on-the-Hill - - N.S. 5 | *50 0 0 | 1838 | 21 9 8¾ | 1,408 2 10 |
| " " " - " | 240 0 0 | 1853 | a13 0 0 | |
| " " " - " | 264 0 0 | 1855 | | |
| Hart Street, Covent Garden - B.S. 5 | *400 0 0 | 1839 | 12 3 1¼ | 639 16 8 |
| " " " - " | 41 6 8 | 1859 | | |
| Hatton Garden, St. Andrew's - Par. 11 | - - - | - - - | 12 19 0¾ | 1,508 8 2 |
| Hayes - - - - N.S. | *60 0 0 | 1837 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| MIDDLESEX—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Hendon, All Saints' - Ch. of E. 6 | 276 0 0 | 1857 | 2 1 10½ | 144 5 8 |
| Hendon - - - - N.S. 6 | 754 0 0 | 1853 | 8 15 0½ | 364 0 4 |
| " - - - - " | 25 0 0 | 1861 | | |
| Heston (Hounslow Heath) - N.S. | 170 0 0 | 1861 | | |
| Heston, Indust. and National S. - - | 398 12 6 | 1861 | | |
| Highbury - - - Wes. 11 | - - - | - - - | 5 0 0 | 41 15 0 |
| Highbury, Metropolitan Practising School - - - - 1 | 250 0 0 | 1850 | 48 17 6½ | 358 0 0 |
| " - - - - " | 200 0 0 | 1853 | | |
| Highbury Vale - - - N.S. | *80 0 0 | 1836 | | |
| Highgate - - - - B.S. 6 | - - - | - - - | 6 7 1 | 462 9 8 |
| Highgate, St. Michael's - - N.S. 4 | 1,800 0 0 | 1852 | 16 4 10¾ | 2,613 0 7 |
| " - - - - " | 325 6 0 | 1855 | | |
| Hillingdon, Girls and Infants - N.S. 5 | 108 10 10 | 1858 | - - - | 343 8 8 |
| Hillingdon and Cowley, Boys - N.S. 5 | 31 6 0 | 1857 | - - - | 388 12 4 |
| Holborn, Trinity District - N.S. 4 | - - - | - - - | 7 5 8½ | 434 9 0 |
| Holborn, Church of Holy Family R.C. | - - - | - - - | 6 3 4 | |
| Home and Colonial Model School 8 | - - - | - - - | 9 13 0½ | 1,777 18 1 |
| Home in the East, Reformatory - | - - - | - - - | - - - | 838 8 11 |
| Homerton, St. Barnabas - Par. 2 | - - - | - - - | 4 16 3½ | 169 14 4 |
| Homerton, Ram's, Episcopal School - | - - - | - - - | - - - | 33 15 0 |
| Horbury - - - - B.S. | - - - | - - - | 2 17 3½ | |
| Hornsey - - - - N.S. 4 | 63 0 0 | 1848 | 2 13 4 | 1,515 14 6 |
| " - - - - " | 20 0 0 | 1848 | | |
| " - - - - " | 50 0 0 | 1849 | | |
| Hoxton, St. John's - - N.S. 4 | 550 0 0 | 1843 | 37 13 4 | 4,001 15 0 |
| " " - - " | 300 0 0 | 1848 | | |
| " " - - " | 20 0 0 | 1849 | | |
| " " - - " | 13 6 8 | 1851 | | |
| Hounslow, Boys & Girls Subscription - - - Ch. S. 12 | - - - | - - - | 5 1 4 | 31 10 0 |
| Isleworth Endowed Charity - Ch. S. 6 | - - - | - - - | 14 19 2¾ | 777 19 8 |
| Isleworth, Woodlands, St. John's N.S. 6 | - - - | - - - | 1 0 6 | 83 13 4 |
| Isleworth, St. Mary's - - R.C. 2 | - - - | - - - | 4 3 4 | 236 14 4 |
| Islington, All Saints' - - N.S. 11 | 463 15 0 | 1853 | 18 15 0 | 1,378 10 2 |
| " - - - " | 85 0 0 | 1860 | | |
| Islington, All Saints' District, Infant and Sunday School - - | 79 0 0 | 1843 | | |
| Islington, Chapel of Ease - Par. 3 | 30 0 0 | 1860 | - - - | 336 3 4 |
| Islington Reformatory - - - 6 | - - - | - - - | - - - | 482 8 1 |
| Islington, St. Andrew's, Infant - N.S. 2 | - - - | - - - | - - - | 15 9 4 |
| Islington, St. Bartholomew's - N.S. 1 | - - - | - - - | 1 10 6¾ | 73 13 0 |
| Islington, St. James' (Holloway) N.S. 8 | *100 0 0 | 1838 | 36 8 4½ | 1,663 8 8 |
| " - - " | 1,000 0 0 | 1855 | | |
| Islington St. John's (Upper Holloway) - - - N.S. 11 | 507 18 0 | 1859 | 10 4 4¾ | 1,146 15 8 |
| Islington, St. John's - - R.C. 3 | - - - | - - - | 5 1 8 | 228 12 0 |
| Islington, St. Jude's - Ch. of E. 3 | 1,100 0 0 | 1857 | 7 10 0 | 598 12 4 |
| " - - " | 28 0 0 | 1861 | | |
| Islington, St. Mary's - - N.S. 4 | 300 0 0 | 1843 | 26 7 1¾ | 1,573 11 2 |
| " " - - " | 100 0 0 | 1850 | | |
| " " - - " | 23 6 8 | 1852 | | |
| " " - - " | 43 16 8 | 1857 | | |
| " " - - " | 1,300 0 0 | 1860 | | |
| Islington, St. Matthew's - N.S. 5 | - - - | - - - | - - - | 188 18 8 |
| Islington, St. Michael's - - N.S. 10 | - - - | - - - | - - - | 1,389 5 8 |
| Islington, St. Paul's - - N.S. 4 | *216 0 0 | 1834 | 1 17 6¾ | 126 5 0 |
| " - - " | *71 0 0 | 1838 | | |
| Islington, St. Peter's - - N.S. 9 | 100 0 0 | 1841 | 14 15 6 | 1,455 11 0 |
| " " - - " | 324 0 0 | 1852 | | |
| " " - - " | 32 0 0 | 1852 | | |
| " " - - " | 60 0 0 | 1860 | | |
| Islington, St. Stephen's - - N.S. 1 | 147 0 0 | 1843 | 10 14 7½ | 858 8 0 |
| " - - " | 17 3 4 | 1860 | | |
| Islington, St. Stephen's, Infant N.S. | 375 0 0 | 1860 | | |
| Islington, St. Thomas' - - N.S. 10 | - - - | - - - | 1 13 4 | 273 4 0 |
| Islington (South) and Pentonville B.S. 6 | 500 0 0 | 1841 | 49 4 5½ | 2,935 11 8 |
| " " - - " | 53 0 0 | 1859 | | |
| Islington, Trinity, Boys, Girls, and Infants - - - N.S. 4 | 54 0 0 | 1859 | 15 0 10½ | 816 19 6 |

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|---|---|---|---|---|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| MIDDLESEX—*cont.* | | | | |
| Islington, Union Chapel, (Church Street) - B.S. 5 | *200 0 0 | 1839 | 9 12 6½ | 580 16 4 |
| John Street Chapel (Calthorpe Street) - - - B.S. | *500 0 0 | 1836 | | |
| John's Wood, St. - - R.C. 2 | - - - | - - - | 14 5 8¾ | 1,185 18 4 |
| John's, Wood, St., Family Home - - | - - - | - - - | 0 13 4 | |
| John's Wood, St., St. John's - N.S. 4 | 45 9 0 | 1848 | 35 10 8¾ | 2,359 14 2 |
| " " " " | 20 0 0 | 1860 | | |
| Keusall Green, St. John's - N.S. 12 | 344 0 0 | 1850 | 11 16 8¾ | 1,262 13 8 |
| " " " " | 96 15 0 | 1852 | | |
| Kensington (Horton Street) - B.S. | *200 0 0 | 1836 | | |
| Kensington and Notting Hill - N.S. 9 | 22 2 6 | 1857 | 3 13 4½ | 312 1 4 |
| Kensington, St. Barnabas' (Earl Street) - - - - Par. 10 | 160 0 0 | 1848 | 7 10 4½ | 1,002 14 0 |
| " " " " " | 127 0 0 | 1859 | | |
| Kensington, Ch. Ch. (Gore Lane) N.S. | *a*120 0 0 | 1849 | 1 15 7½ | 56 15 0 |
| Kensington District School (Jennings' Buildings) - - | 241 0 0 | 1857 | | |
| Kensington, Free School - - 2 | - - - | - - - | 17 0 7½ | 1,099 5 8 |
| Kensington Gore (Park Lane, Kensington) - - - B.S. | *30 0 0 | 1838 | | |
| Kensington Gravel Pits - N.S. | 130 0 0 | 1846 | 7 16 9 | |
| Kensington, (Vicar Place) - R.C. 2 | - - - | - - - | 3 12 3½ | 756 11 9 |
| Kentish Town - - - N.S. 4 | 826 0 0 | 1849 | 18 7 6½ | 1,184 16 8 |
| " " " " | 20 0 0 | 1849 | | |
| Kenton " " - N.S. | 33 0 0 | 1852 | 0 14 8½ | |
| Kilburn, St. Paul's - N.S. | 354 0 0 | 1861 | | |
| Knightsbridge, St. Paul's - Par. 12 | - - - | - - - | - - - | 8 13 4 |
| Laleham - - Ch. of E. 6 | - - - | - - - | 1 8 3½ | 15 8 4 |
| Latimer Chapel (Bridge Street, Mile End Road) - - B.S. 2 | 120 0 0 | 1840 | 4 7 6 | 330 5 0 |
| Limehouse - - - Wes. 6 | 312 0 0 | 1848 | 22 18 10 | 1,768 11 2 |
| " " " " | 15 0 0 | 1855 | | |
| " " " " | 9 6 8 | 1857 | | |
| Limehouse, St. Anne's - N.S. 12 | 78 10 0 | 1857 | 27 8 3½ | 1,675 15 8 |
| " " " " | - - - | - - - | *b*13 6 8 | |
| Limehouse, St. Anne's, Sunday and Infants' School - 12 | 464 0 0 | 1844 | - - - | 14 0 0 |
| " " " " | 35 0 0 | 1849 | | |
| Limehouse, St. John's - N.S. 2 | 704 0 0 | 1854 | 16 5 7 | 1,466 12 10 |
| " " " " | 8 8 6 | 1855 | | |
| Lisson Grove - - - B.S. | - - - | - - - | - - - | 37 6 8 |
| Lisson Grove, St. Paul's (The Bentinck Schools) - - - 3 | 1,923 0 0 | 1858 | 8 6 8½ | 870 11 4 |
| Lisson Street (New Road), Destitute Girls' Industrial Refuge - - - - 1 | - - - | - - - | - - - | 658 4 0 |
| London, Aldersgate Ward (Packington Schools) - - - 6 | 1,400 0 0 | 1860 | - - - | 550 5 0 |
| London Diocesan Board of Education - - - - | - - - | - - - | 38 19 0½ | |
| London, King Square, St. Barnabas - - N.S. | - - - | - - - | 7 1 2 | |
| London, Langbourne Ward - N.S. | - - - | - - - | 2 0 0 | |
| London, East (Johnson Street) Boys - - - - R.C. 1 | - - - | - - - | - - - | 994 4 0 |
| London, East (14, Red Lion Street, Wapping) Girls - R.C. 2 | - - - | - - - | 17 13 9 | 536 6 8 |
| London, East (Shoe Black Society), Refuge and Reformatory - - - - 6 | - - - | - - - | - - - | 959 12 4 |
| London, South East, City, Infant School - - - - 12 | - - - | - - - | - - - | 27 10 0 |
| London, Unitarian Domestic Mission School (Chapel Street, Cripplegate) - - - - 6 | - - - | - - - | 20 12 11½ | 1,103 14 2 |
| London, Cripplegate within Ward - 2 | - - - | - - - | - - - | 5 0 0 |
| London (Fox and Knot Court) - B.S. 3 | - - - | - - - | - - - | 138 2 0 |
| London (Moor Lane), St. Bartholomew's - - Ch. of E. | - - - | - - - | - - - | 3 6 8 |

*a* School pulled down.

*b* Scientific apparatus.

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| MIDDLESEX—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| London, North-west, Industrial | - - - | - - - | - - - | 182 2 4 |
| London, North-west Reformatory | - - - | - - - | - - - | 5,346 0 11 |
| London, City of, First School - 3 | - - - | - - - | - - - | 175 3 4 |
| London, City of, Second School (Shoe Lane, Holborn) - - 2 | 71 10 0 | 1858 | 13 8 4¾ | 568 6 8 |
| London, City of, Fourth School (Fire Ball Court, Hounsditch) - 3 | 55 6 8 | 1858 | 6 1 7¾ | 560 13 8 |
| London, Tower Ward Charity School 9 | - - - | - - - | - - - | 80 12 6 |
| Maida Hill Industrial Refuge - - 3 | - - - | - - - | - - - | 804 16 4 |
| Martin's, St., in the Fields, (Adelaide Place) - - N.S. 4 | 60 0 0 | 1855 | - - - | 2,271 18 8 |
| Martin's, St., in the Fields, Northern - - - N.S. 4 | 629 0 0 | 1855 | 7 1 4¾ | 1,517 9 2 |
| " " " - - " | 234 1 6 | 1855 | | |
| " " " - - " | 471 0 0 | 1859 | | |
| Mary-le-bone (Bell Street), Ragged School - - - 4 | - - - | - - - | - - - | 87 3 0 |
| Mary-le-bone, Central - - N.S. 5 | 2,500 0 0 | 1859 | - - - | 720 18 2 |
| Mary-le-bone, Bryanstone Square R.C. 1 | - - - | - - - | - - - | 128 2 0 |
| Mary-le-bone, Christ's Chapel - N.S. 10 | *165 0 0 | 1837 | 15 11 8¼ | 1,432 1 8 |
| " " - - " | 25 0 0 | 1848 | | |
| " " - - " | 42 0 0 | 1857 | | |
| Mary-le-bone, Ch. Ch. - - N.S. 10 | - - - | - - - | 29 14 1½ | 1,933 5 0 |
| Mary-le-bone, Ch. Ch., Manning Place - - - - N.S. 10 | - - - | - - - | - - - | 7 10 0 |
| Mary-le-bone, All Souls, Eastern, Boys and Girls - - - N.S. 9 | - - - | - - - | 17 8 8¾ | 2,743 5 8 |
| Mary-le-bone, Grotto Passage Ragged School - - - 2 | - - - | - - - | - - - | 789 19 4 |
| Mary-le-bone, Hill Street, Dorset Square, Reformatory - - | - - - | - - - | - - - | 828 10 0 |
| Mary-le-bone, Nutford Place St. Luke's - - - - N.S. 4 | 1,465 0 0 | 1861 | 16 19 10¾ | 1,305 4 4 |
| Mary-le-bone, Presbyterian Sch. - | - - - | - - - | 1 9 11½ | 133 0 0 |
| Mary-le-bone, Quebec Chapel, Girls' - - - - N.S. 5 | - - - | - - - | 10 11 8½ | 18 6 8 |
| Mary-le-bone, St. James' - - R.C. 1 | - - - | - - - | 8 14 3½ | 1,115 2 4 |
| Mary-le-bone, St. Mark's - N.S. 3 | - - - | - - - | 4 12 7½ | 38 6 8 |
| Mary-le-bone, St. Mary's, Western - - - - N.S. 3 | - - - | - - - | 20 11 7 | 2,223 2 0 |
| Mary-le-bone, St. Matthew's - N.S. 10 | - - - | - - - | - - - | 87 0 10 |
| Mary-le-bone, Trinity - - N.S. | - - - | - - - | 54 1 10½ | 1,879 15 6 |
| Mary-le-bone - - - P.U. 4 | - - - | - - - | - - - | 2 5 0 |
| Mary-le-bone Church Schoolmasters' Association - - - | - - - | - - - | 21 13 5 | |
| Metropolitan, West Jews School (Red Lion Square) - - - 1 | - - - | - - - | - - - | 65 0 0 |
| Mile End New Town (Church Street) - - - - B.S. 5 | - - - | - - - | 4 19 9 | 509 4 8 |
| Milwall - - - - B.S. | 252 0 0 | 1848 | | |
| Mimms, South - - - N.S. | *75 0 0 | 1837 | | |
| Moor Street, Edgware Road - R.C. | - - - | - - - | 3 6 8½ | 29 0 0 |
| Muswell Hill, St. James' - N.S. 7 | 112 10 0 | 1850 | 2 1 8¼ | 46 17 0 |
| " " - - " | 5 10 0 | 1858 | | |
| New North Road, Mintern Street, Hoxton - - - Wes. 2 | 1,360 0 0 | 1856 | 31 19 2½ | 936 14 4 |
| " " - - " | - - - | - - - | a13 0 0 | |
| Northwood - - - Ch. of E. 3 | - - - | - - - | - - - | 156 19 4 |
| Norland and Kensington Potteries - - - - N.S. 1 | 150 0 0 | 1843 | 2 13 7 | 126 16 0 |
| Notting Hill, St. John's - Ch. of E. 9 | - - - | - - - | 3 4 2½ | 206 16 8 |
| Notting Hill, Horbury - - B.S. 2 | - - - | - - - | - - - | 382 13 8 |
| Notting Hill, St. Francis' - R.C. 4 | - - - | - - - | - - - | 82 10 4 |
| Notting Hill, St. Peter's - N.S. 2 | - - - | - - - | - - - | 65 1 8 |
| Old Street Road, St. Mark's - N.S. 5 | 410 0 0 | 1857 | 17 12 2½ | 497 17 10 |
| " " - - " | - - - | - - - | a6 13 4 | |
| Old Ford, St. Stephen's - - N.S. 5 | 334 0 0 | 1859 | - - - | 60 15 0 |
| Paddington, All Saints' - - N.S. 12 | 180 0 0 | 1852 | 15 11 7 | 1,143 5 4 |
| Paddington Green, St. Mary's - N.S. 11 | *250 0 0 | 1834 | - - - | 2,021 5 4 |

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| MIDDLESEX—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Paddington, Harrow Road, Woodfield District - - N.S. 3 | - - - | - - - | 1 13 8½ | 161 10 8 |
| Paddington, Home Reformatory - 2 | - - - | - - - | - - - | 551 10 4 |
| Paddington, St. John's - - N.S. 12 | - - - | - - - | 14 3 9½ | 1,813 2 11 |
| Paddington, St. Stephen's - N.S. 2 | 628 0 0 | 1859 | 15 15 8 | 156 8 4 |
| Pancras, St. - - - N.S. 4 | - - - | - - - | 13 11 3 | 3,071 8 8 |
| Pancras, St., Brook Street, New Road, Reformatory - - - | - - - | - - - | - - - | 205 8 0 |
| Pancras, St., Christ's Ch. - N.S. 4 | *320 0 0 | 1838 | 32 1 8¼ | 2,768 2 8 |
| " " - - " | 33 6 8 | 1852 | | |
| " " - - " | 27 18 4 | 1853 | | |
| " " - - " | 157 16 0 | 1857 | | |
| " " - - " | 26 10 4 | 1858 | | |
| Pancras, St., Euston Road, Industrial Boys' Home - - - 4 | - - - | - - - | - - - | 836 16 8 |
| Pancras, St., St. John the Evangelist's - - N.S. 6 | 3,000 0 0 | 1860 | 20 9 6 | 943 3 0 |
| Pancras, St., Holy Trinity - N.S. 4 | 819 0 0 | 1851 | 22 6 8¾ | 1,707 17 10 |
| " - " | 182 10 0 | 1860 | | |
| Pancras, St., Percy Chapel, The Russell School - - - - 9 | *50 0 0 | 1835 | 6 0 11¼ | 603 15 0 |
| " " " - - | 6 10 0 | 1850 | | |
| Pancras, St., The Regent Square National and Infant Schools (Dutton Street) - - - 10 | 300 0 0 | 1841 | 17 19 8¼ | 2,512 9 0 |
| " " " - - | 250 0 0 | 1842 | | |
| " " " - - | 45 0 0 | 1849 | | |
| " " " - - | 45 0 0 | 1852 | | |
| Pancras, St., Woburn Chapel Epis. 9 | - - - | - - - | 10 14 5½ | 563 7 4 |
| Pentonville, Infants' - Ch. of E. 10 | - - - | - - - | 2 1 11 | 231 10 0 |
| Pimlico, St. Barnabas' - - N.S. 1 | 400 0 0 | 1847 | 9 17 9 | 794 18 2 |
| " - - - " | 10 0 0 | 1854 | | |
| Pimlico, Eaton Chapel - - N.S. 2 | - - - | - - - | - - - | 122 5 4 |
| Pimlico, Ebury Street - Mixed Sch. | - - - | - - - | - - - | 12 10 0 |
| Pimlico, St. Michael's - - N.S. 2 | 355 0 0 | 1850 | 25 12 6½ | 2,063 10 4 |
| " - - - " | 708 0 0 | 1857 | *a*9 10 0 | |
| Pimlico, St. Peter's - - N.S. 12 | - - - | - - - | 12 11 3 | 1,096 10 8 |
| Ponder's End - - - N.S. | 85 0 0 | 1841 | | |
| Poplar and Blackwall, Free - B.S. 4 | - - - | - - - | 37 14 3½ | 834 11 2 |
| Poplar (Regent Street) - - B.S. 7 | - - - | - - - | - - - | 877 4 0 |
| Poplar, All Saints' (Wade Street) R.C. 1 | - - - | - - - | 8 3 3 | 832 0 8 |
| Portland (Riding House Street) Portland Place - - - B.S. 2 | - - - | - - - | 8 2 6¾ | 12 16 8 |
| Portland Town, Family Home - - 2 | - - - | - - - | - - - | 313 11 11 |
| Portman Chapel, East Street, Marylebone - - Ch. of E. 4 | 1,358 14 0 | 1861 | 19 14 3 | 806 2 6 |
| Portman Square - - - N.S. 4 | - - - | - - - | 6 2 3¾ | 1,423 11 8 |
| Portman Square, St. Thomas' - N.S. 5 | - - - | - - - | - - - | 309 18 4 |
| Potter's Bar - - - N.S. 5 | - - - | - - - | - - - | 106 8 4 |
| Queen Street, Great, - - Wes. 5 | 1,700 0 0 | 1861 | 19 5 11 | 1,283 12 6 |
| Radnor Street, St. Luke's (City Road) - - - Wes. 6 | *225 0 0 | 1839 | 28 13 4 | 2,517 5 6 |
| " " " - " | 222 0 0 | 1843 | *a*15 0 0 | |
| " " " - " | 24 0 0 | 1849 | | |
| " " " - " | 21 0 0 | 1856 | | |
| " " " - " | 670 0 0 | 1857 | | |
| Ratcliff Cross, St. James' - N.S. | 150 0 0 | 1841 | | |
| " " - - " | 100 0 0 | 1853 | | |
| Saffron Hill, St. Peter's (Onslow Street) - - N.S. 4 | 187 0 0 | 1853 | 14 19 6 | 1,170 8 8 |
| Sepulchre's, St., Boys and Girls (Greenhill Rents, Cowcross by Smithfield Bars) - - Par. 12 | - - - | - - - | 4 19 7½ | 177 5 0 |
| Sepulchre's, St. (Within) Ball's Court, Giltspur St., Snow Hill N.S. 12 | 22 10 0 | 1848 | 5 0 0 | 431 13 0 |
| St. Sepulchre's, Girls (38 King Street, Snow Hill) - - N.S. 12 | - - - | - - - | 7 7 10¾ | 201 13 0 |
| Shepherd's Bush, St. Stephen's N.S. 5 | - - - | - - - | 11 2 1 | 624 19 4 |
| Shepperd's Bush, St. Stephen's (Latimore Road) - - Par. 5 | - - - | - - - | - - - | 8 10 0 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| MIDDLESEX—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Shepperton - - - N.S. 6 | - - - | - - - | - - - | 101 7 0 |
| Shoreditch, St. Leonard's - N.S. | 125 0 0 | 1861 | 4 10 4 | 52 2 0 |
| Shoreditch, St. Leonard's - P.U. 12 | - - - | - - - | - - - | 39 15 0 |
| Somers Town - - - B.S. 6 | 320 5 0 | 1854 | 24 7 10½ | 2,004 18 6 |
| Somers Town, Grenville Street R.C. 6 | - - - | - - - | - - - | 124 10 0 |
| Somers Town, Middlesex Street Pres. 5 | - - - | - - - | 9 19 11½ | 362 2 8 |
| Soho, Greek Street - - R.C. | - - - | - - - | - - - | 289 0 0 |
| Soho, St. Mary the Virgin's Ch. of E. 2 | - - - | - - - | - - - | 4 13 4 |
| Soho, St. Patrick's (Tudor Place) - - - - R.C. 2 | - - - | - - - | 4 7 10½ | 714 7 4 |
| Southall - - - - N.S. | 64 10 0 | 1852 | | |
| Southgate - - - - N.S. 5 | - - - | - - - | 3 6 4½ | 305 3 0 |
| Spital, St. Mary's - - N.S. | 642 15 0 | 1854 | | |
| Spitalfields - - - Par. 9 | 52 10 0 | 1859 | 17 3 8½ | 682 6 0 |
| " - - - " | - - - | - - - | *a*13 6 8 | |
| Spitalfields, Refuge for Girls - - 4 | - - - | - - - | - - - | 559 1 10 |
| Spitalfields, St. Ann's (Osborne Place) - - - R.C. 1 | - - - | - - - | 4 6 1¼ | 172 4 8 |
| Spitalfields, St. Ann's (Princes Street) - - - - R.C. | - - - | - - - | 3 7 2½ | 148 6 0 |
| Spitalfields (Spicer Street), Boys Free - - - R.C. | - - - | - - - | 2 11 7 | 257 3 4 |
| Spitalfields (Spicer Street,) Unitarian Domestic Mission Sch. 7 | - - - | - - - | 6 3 10½ | 345 17 8 |
| Spitalfields (Wood Street) - B.S. 6 | 400 0 0 | 1841 | 15 0 1 | 1,421 5 0 |
| " " " | 115 13 4 | 1856 | | |
| Spitalfields (Bell Lane) Jews' Sch. 6 | - - - | - - - | 55 9 11 | 1,959 14 8 |
| Spitalfields, King Edward's School 3 | - - - | - - - | 12 16 9½ | 289 11 8 |
| Spring Grove - - - N.S. 6 | 884 0 0 | 1860 | - - - | 43 13 4 |
| Staines - - - - N.S. 5 | 42 10 0 | 1859 | 10 14 7 | 1,125 5 3 |
| " - - - " | - - - | - - - | *a*13 6 8 | |
| Staines, Infant - - - 3 | - - - | - - - | - - - | 14 3 4 |
| Starch Green - - - B.S. | - - - | - - - | - - - | 7 10 0 |
| Stepney - - - - P.U. 5 | - - - | - - - | - - - | 339 6 8 |
| Stepney, All Saints' - - N.S. 9 | 400 0 0 | 1841 | 17 19 9½ | 1,531 13 4 |
| " - - - " | 19 7 0 | 1861 | | |
| Stepney, Holy Trinity - - N.S. 9 | 350 0 0 | 1845 | 46 17 4½ | 2,079 2 4 |
| " " " - - " | 150 0 0 | 1849 | | |
| " " " - - " | 20 0 0 | 1857 | | |
| " " " - - " | 11 10 0 | 1858 | | |
| Stepney, St. Paul's - - N.S. 8 | 1,450 0 0 | 1860 | - - - | 121 0 8 |
| Stepney, St. Peter's - - N.S. 10 | 50 0 0 | 1841 | 17 15 0 | 1,580 18 6 |
| Stepney, St. Philip's - - N.S. | 450 0 0 | 1845 | | |
| Stepney, Red Coat, Endowed Sch. 10 | *200 0 0 | 1839 | 34 15 2¾ | 1,600 4 2 |
| " " " - - " | 32 13 0 | 1849 | | |
| " " " - - " | 46 0 0 | 1855 | | |
| Stepney (Redman's Row), Infts. N.S. 10 | - - - | - - - | - - - | 479 0 0 |
| Stepney, St. Thomas' - - N.S. 10 | 400 0 0 | 1844 | 47 4 0½ | 3,464 13 10 |
| " " - - " | 100 0 0 | 1847 | | |
| " " - - " | 155 0 0 | 1848 | | |
| " " - - " | 6 13 4 | 1851 | | |
| " " - - " | 18 6 3 | 1851 | | |
| " " - - " | 3 15 0 | 1856 | | |
| " " - - " | 285 0 0 | 1856 | | |
| Stoke Newington - - N.S. 11 | - - - | - - - | 5 0 1 | 689 4 10 |
| Stoke Newington - - B.S. | *200 0 0 | 1838 | | |
| Stoke Newington - - Wes. 12 | - - - | - - - | 4 18 9½ | 224 10 4 |
| " - - " | - - - | - - - | *a*10 13 4 | |
| Sudbury-in-Harrow, Industrial School - - Ch. of E. | 75 0 0 | 1856 | | |
| Sunbury - - - - B.S. | *50 0 0 | 1836 | | |
| Sunbury - - - - Par. 10 | - - - | - - - | - - - | 451 17 8 |
| Teddington, Public - - N.S. 4 | - - - | - - - | 3 1 6½ | 222 3 0 |
| Titchbourne Court, Industrial - - | - - - | - - - | - - - | 47 16 3 |
| Tollington Park, St. Mark's N.S. 4 | - - - | - - - | 2 19 2¾ | 170 14 0 |
| Tottenham - - - N.S. 7 | 72 0 0 | 1842 | 8 18 1 | 510 11 4 |
| " - - - " | 3 12 4 | 1849 | | |
| " - - - " | 79 0 0 | 1859 | | |
| Tottenham, Asylum, Girls - N.S. 6 | - - - | - - - | 2 0 0 | 741 8 1 |
| Tottenham, Girls - - B.S. 5 | - - - | - - - | 2 14 4 | 259 2 8 |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| MIDDLESEX—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Tottenham Green, Industrial Sch. - 6 | - - - | - - - | - - - | 141 8 4 |
| Tottenham Hanger Lane, (Hermitage) Infants - - Ch. of E. 7 | 311 0 0 | 1859 | - - - | 41 0 0 |
| Tottenham, High Cross Trinity District Infant - - - N.S. 6 | 93 0 0 | 1848 | - - - | 117 5 4 |
| Tottenham, Lancasterian School 5 | - - - | - - - | 8 8 9½ | 595 19 4 |
| Trent (Enfield) - - Ch. of E. 6 | 285 16 0 | 1859 | 1 13 4 | 39 16 0 |
| Turnham Green, Boys - - - N.S. 12 | - - - | - - - | - - - | 75 17 4 |
| Turnham Green, Infants - N.S. 12 | 100 0 0 | 1850 | 4 0 5 | 181 2 4 |
| Twickenham Common (Archdeacon Cambridge's) - - N.S. 5 | 90 0 0 | 1842 | 9 4 0½ | 821 18 10 |
| " " - " | 45 0 0 | 1849 | | |
| " " - " | 143 0 0 | 1857 | | |
| Twickenham Montpelier Ch. of E. 6 | - - - | - - - | - - - | 40 3 4 |
| Twickenham - - - Parl. 3 | - - - | - - - | - - - | 15 6 8 |
| Twig Folly (Bethnal Green) - B.S. | *250 0 0 | 1836 | | |
| Uxbridge - - - - B.S. 6 | *100 0 0 | 1836 | 4 1 8½ | 271 17 2 |
| Uxbridge Moor, St. John's - N.S. | 94 0 0 | 1847 | | |
| " " - " | 70 0 0 | 1853 | | |
| Walham Green, or Fulham, St. John's - - - - N.S. 5 | *175 0 0 | 1836 | 5 2 5½ | 843 8 4 |
| " " - " | 100 0 0 | 1847 | | |
| " " - " | 261 0 0 | 1858 | | |
| Wapping (Gravel Lane) - - Wes. 5 | - - - | - - - | 6 7 2½ | 450 6 0 |
| Wapping, St. John's - - B.S. | *175 0 0 | 1835 | | |
| Wembley, - - Ch. of E. 7 | - - - | - - - | 1 13 4½ | 23 5 0 |
| Westbourne - - - - N.S. 11 | - - - | - - - | 16 0 10½ | 1,310 4 11 |
| Westminster, (Archbishop Tenison's School) - - - 10 | - - - | - - - | 7 3 3½ | 383 0 0 |
| Westminster, Blue Coat School - | - - - | - - - | - - - | 40 0 0 |
| Westminster Chapel, Congregational School - - - - 12 | - - - | - - - | 6 9 6½ | 263 9 8 |
| Westminster, Ch. Ch. (Broadway) N.S. 2 | 500 0 0 | 1847 | 12 1 4 | 851 12 0 |
| " " - " | 35 7 0 | 1858 | | |
| Westminster, Church Schoolmasters' Association - - - | - - - | - - - | 2 15 0 | |
| Westminster, Coburg Row Ragged School - - - - 2 | - - - | - - - | - - - | 408 18 11 |
| Westminster, Curzon Chapel - N.S. 10 | - - - | - - - | 10 18 9¼ | 979 15 4 |
| Westminster, Dacre Street Reformatory - - - - - | - - - | - - - | - - - | 186 10 0 |
| Westminster, Hanover Square, St. George's District - - N.S. 9 | - - - | - - - | - - - | 1,136 13 4 |
| Westminster, Hanover Square, St. George's United Day Sch. - 9 | - - - | - - - | - - - | 1,307 3 4 |
| Westminster, Knightsbridge, All Saints' - - - N.S. 1 | - - - | - - - | - - - | 443 9 0 |
| Westminster, National Society's Central School - - - 3 | *a* - - - | - - - | - - - | 950 18 0 |
| Westminster, National Society's Central (Organizing Masters) - 1 | - - - | - - - | - - - | 154 0 0 |
| Westminster, Old Pye Street Sch. 2 | - - - | - - - | - - - | 736 17 3 |
| Westminster, Soho, St. Anne's - N.S. 2 | 43 3 4 | 1859 | 17 9 1½ | 796 17 2 |
| Westminster, South Molton Lane R.C. 4 | - - - | - - - | - - - | 59 9 0 |
| Westminster, St. Clement Danes N.S. 3 | - - - | - - - | - - - | 174 18 4 |
| Westminster, St. Edward's - R.C. 3 | - - - | - - - | 3 2 6 | 211 3 4 |
| Westminster, St. James', Marshall Street - - - N.S. 1 | - - - | - - - | 35 1 9½ | 3,345 11 10 |
| Westminster, St. James' Offertory Sch., Swallow St., Piccadilly 1 | *50 0 0 | 1839 | 9 17 3½ | 573 18 4 |
| Westminster, St. Luke's (Berwick Street) - - - N.S. 1 | *250 0 0 | 1839 | 12 8 5½ | 235 7 0 |
| Westminster, St. Margaret's and St. John's - - - - N.S. 1 | *b*600 0 0 | 1835 | 5 16 11 | 1,740 0 10 |
| Westminster, St. Margaret's (Tothill Street) - Ch. of E. | 1,104 0 0 | 1861 | - - - | |
| Westminster, St. Matthew's (Great Peter Street) - - N.S. 5 | 2,381 0 0 | 1859 | 6 5 2 | 406 15 2 |
| Westminster, St. Mary's - R.C. 2 | 1,000 0 0 | 1858 | 15 2 1½ | 780 14 5 |

*a* The children of this school are transferred to St. Margaret's New Schools in Tothill Street.
*b* School now used for children of St. John's parish.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| MIDDLESEX—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Westminster, St. Stephen's (Rochester Row) - - N.S. 1 | - - - | - - - | 6 6 8 | 3,126 7 2 |
| Westminster, Tothill Fields, St. Mary's (Vincent Square) - N.S. 1 | 736 0 0 | 1850 | 37 11 8½ | 2,529 6 0 |
| " " - - - | 6 15 0 | 1857 | | |
| Westminster, Wesleyan Practising School - - - - 1 | 2,500 0 0 | 1852 | 78 4 5½ | 4,336 11 6 |
| " " - - - | 150 0 0 | 1855 | | |
| Whetstone, St. John's - - N.S. 5 | - - - | - - - | - - - | 15 14 0 |
| Whitechapel - - - P.U. | - - - | - - - | - - - | 201 6 8 |
| Whitechapel Probationary Refuge - | - - - | - - - | - - - | 285 1 0 |
| Whitechapel, Refuge, Industrial School - - - - 4 | - - - | - - - | - - - | 2,096 2 9 |
| Whitechapel, St. Mark's - N.S. 11 | 200 0 0 | 1842 | 7 2 4½ | 1,058 7 8 |
| " " - - - | 204 0 0 | 1845 | *a*10 0 0 | |
| Whitechapel, St. Jude's - N.S. | 302 0 0 | 1847 | | |
| Whitechapel, Society's - - N.S. 3 | - - - | - - - | 3 0 9½ | 830 17 4 |
| Whitecross Place (Wilson Street, Finsbury) - - B.S. | 452 0 0 | 1843 | | |
| Whitelands, Female Practising School - - - - - | 600 0 0 | 1856 | 10 3 4½ | |
| Whitelands, Lower, Practising School - - - - - 1 | - - - | - - - | - - - | 314 16 2 |
| Whitelands, Upper, Model Sch. - 1 | - - - | - - - | - - - | 801 10 8 |
| Whitton, Industrial School - - 5 | 397 10 4 | 1853 | 2 0 0 | 75 4 8 |
| Willesden, - Ch. of E. | 250 0 0 | 1858 | | |
| Winchmore Hill - - - N.S. 5 | 790 0 0 | 1860 | 1 17 6½ | 21 15 4 |
| Wycliffe Chapel, Philpot Street, Commercial Road - - B.S. | *150 0 0 | 1835 | | |
| Yeading - - - - N.S. | 17 15 0 | 1860 | | |
| MONMOUTHSHIRE. | | | | |
| Abergavenny - - - N.S. 10 | 350 0 0 | 1849 | 11 9 1½ | 1,018 0 0 |
| Abergavenny, Our Lady and St. Michael's - - - R.C. 6 | - - - | - - - | 1 2 3 | 133 18 4 |
| Abersychan Works - - N.S. 10 | 1,825 0 0 | 1860 | 18 12 10 | 116 7 5 |
| Abertillery - - - N.S. 10 | 588 0 0 | 1856 | 6 5 0½ | 202 6 0 |
| " - - - | - - - | - - - | *a*8 10 0 | |
| Abertillery - - - B.S. 10 | - - - | - - - | 8 10 9½ | 425 9 8 |
| Beaufort (The) - - - B.S. 10 | - - - | - - - | 5 1 0½ | 437 18 0 |
| Beaufort, Dr. Bevan's - - B.S. 8 | *b*- - - | - - - | - - - | 16 17 8 |
| Blackwood - - - B.S. 10 | 224 0 0 | 1846 | 2 1 8 | 65 2 6 |
| " - - - " | 53 6 8 | 1857 | | |
| Blaenafon Endowed School - - | 155 0 0 | 1861 | | |
| Blaenafon - - - - N.S. 11 | 115 0 0 | 1849 | 2 13 7½ | 454 15 7 |
| Blaina, Infant - - - N.S. 10 | - - - | - - - | - - - | 81 17 11 |
| Blaina - - - - B.S. 10 | - - - | - - - | 32 2 5½ | 2,437 0 2 |
| Chapel Hill and Tintern Parva N.S. 7 | - - - | - - - | - - - | 30 0 0 |
| Chepstow - - - - N.S. 10 | *64 0 0 | 1836 | 11 11 10½ | 711 14 6 |
| " - - - " | 40 0 0 | 1858 | | |
| Chepstow, Infants - - N.S. | 150 0 0 | 1853 | | |
| Court-y-bella - - - N.S. 10 | 700 0 0 | 1842 | 21 14 9½ | 1,482 0 4 |
| Crumlin and Llanhileth - N.S. 11 | 120 0 0 | 1846 | 1 13 4 | 7 1 0 |
| " " - - - | 75 0 0 | 1848 | | |
| Cwmbran - - - - B.S. 10 | - - - | - - - | 5 0 8½ | 88 6 0 |
| Cwmbran - - - - N.S. - | 538 0 0 | 1860 | | |
| Cwmyoy - - - - N.S. | 140 0 0 | 1858 | | |
| Earlswood - - - Ch. of E. 6 | - - - | - - - | - - - | 4 5 0 |
| Ebbw Vale Works - - B.S. 10 | - - - | - - - | 10 10 10½ | 840 0 0 |
| Ebbw Vale, Victoria - - B.S. 10 | - - - | - - - | 3 5 0½ | 217 18 8 |
| Garn - - - - Infant 10 | - - - | - - - | - - - | 2 10 0 |
| Goytrey - - - - N.S. | 65 0 0 | 1852 | | |
| " - - - - | 74 0 0 | 1854 | | |
| Grosmont, Endowed School - - 10 | - - - | - - - | - - - | 44 19 0 |
| Llanarth - - - - N.S. 10 | *50 0 0 | 1837 | 2 10 8½ | 131 14 0 |
| " - - - - " | 181 0 0 | 1859 | | |
| Llandevaud - - Ch. of E. | 59 0 0 | 1857 | | |
| Llangattock, Lingoed (James Davies') - - - N.S. | 45 0 0 | 1848 | | |

*a* Scientific apparatus.

*b* Now merged into Beaufort B.S.

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| | Amount. | Date of Payment. | | |
| **Monmouthshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Llantarnan - - - B.S. 11 | - - - | - - - | - - - | 13 13 1 |
| Llantrissent - - - N.S. | 85 0 0 | 1849 | | |
| Llanwenarth - - - N.S. 10 | 50 0 0 | 1844 | 1 0 0 | 8 5 0 |
| " - - - - " | 6 3 6 | 1858 | | |
| Magor - - - - N.S. | 203 0 0 | 1858 | 3 3 5 | |
| Mamhilad and Llanvihangel - N.S. | 158 0 0 | 1858 | | |
| Marshfield - - - N.S. | 233 0 0 | 1860 | | |
| Monmouth - - - N.S. | 370 13 4 | 1856 | 2 6 11 | |
| Nantyglo - - - N.S. 10 | - - - | - - - | - - - | 27 16 0 |
| Newport-on-Usk - - - N.S. 10 | *275 0 0 | 1840 | 23 13 $2\frac{3}{4}$ | 1,933 5 0 |
| " " - - - " | 46 0 0 | 1855 | | |
| " " - - - " | 87 5 0 | 1858 | | |
| Newport-on-Usk - - - B.S. | *75 0 0 | 1836 | | |
| Newport-on-Usk, Infants - R.C. | 520 0 0 | 1857 | 16 11 $3\frac{1}{2}$ | |
| Newport-on-Usk, St. Mary's R.C. 5 | - - - | - - - | 9 13 $5\frac{1}{2}$ | 1,751 14 8 |
| Pillgwenlly, Boys - - N.S. 10 | - - - | - - - | 2 2 3 | 6 5 0 |
| Pillgwenlly, Trinity, Girls School 10 | - - - | - - - | - - - | 109 5 0 |
| Pontnewynydd - - - N.S. 10 | 300 0 0 | 1846 | 8 19 7 | 714 19 0 |
| " - - - " | 38 14 0 | 1854 | | |
| " - - - " | 12 13 8 | 1855 | | |
| " - - - " | 14 0 0 | 1857 | | |
| Pontygof, Girls - - - B.S. 10 | - - - | - - - | 9 3 $3\frac{1}{2}$ | 528 5 8 |
| Pontymoile - - - N.S. 10 | 843 0 0 | 1860 | 8 6 $8\frac{3}{4}$ | 104 3 6 |
| Pontypool, Charity - - N.S. 10 | *114 0 0 | 1840 | 12 0 $1\frac{1}{4}$ | 1,593 8 10 |
| " " - - - " | 121 15 10 | 1852 | | |
| " " - - - " | 120 0 0 | 1860 | | |
| Raglan - - - N.S. 10 | - - - | - - - | - - - | 14 11 0 |
| Rhymney Iron Works - - B.S 10 | - - - | - - - | 20 7 9 | 624 13 8 |
| Rhymney Iron Works - - N.S. 8 | - - - | - - - | 7 7 $1\frac{5}{8}$ | 679 19 0 |
| Risca - - - - B.S. 10 | - - - | - - - | 4 0 $2\frac{1}{4}$ | 351 8 8 |
| Rockfield - - - N.S. 10 | - - - | - - - | - - - | 1 10 0 |
| Shirenewton - - - Ch. of E. 6 | - - - | - - - | - - - | 3 15 0 |
| Sirhowy - - - - B.S. 10 | - - - | - - - | 8 4 $2\frac{1}{4}$ | 661 7 4 |
| Skenfreth - - - N.S. | 24 0 0 | 1843 | | |
| " - - - " | 21 0 0 | 1851 | | |
| Shirenewton, Earlswood Common - - - Ch. of E. | 244 0 0 | 1861 | | |
| Tintern Abbey - - - N.S. | *70 0 0 | 1840 | | |
| Tredegar, New - - - B.S. 5 | - - - | - - - | 1 17 7 | 43 6 8 |
| Tydee Tin Works School - - 10 | - - - | - - - | - - - | 143 18 6 |
| Usk, Endowed School - - - | - - - | - - - | 7 15 2 | |
| **Norfolk.** | | | | |
| Acle - - - - Par. 11 | - - - | - - - | 3 8 $4\frac{1}{2}$ | 54 0 0 |
| Alburgh - - - - N.S. | 75 0 0 | 1848 | | |
| Aldeby - - - - N.S. | 36 0 0 | 1841 | | |
| Ashwicken and Leziate - - N.S. 2 | 181 0 0 | 1856 | - - - | 68 18 4 |
| Aylsham - - - - N.S. 11 | 175 0 0 | 1849 | 3 19 $2\frac{1}{4}$ | 146 8 4 |
| Bacton - - - - N.S. 11 | 179 0 0 | 1860 | - - - | 63 9 0 |
| Banham Rectory School - - | - - - | - - - | 2 0 $0\frac{1}{2}$ | |
| Barnham Broome - - N.S. 10 | 66 10 0 | 1842 | - - - | 123 1 8 |
| " " - - - " | 29 16 0 | 1860 | | |
| Barnham Rectory - - N.S. 3 | - - - | - - - | - - - | 3 18 0 |
| Beighton - - - - N.S. | 100 0 0 | 1857 | | |
| Bergh Apton - - - N.S. 10 | - - - | - - - | 1 16 7 | 262 8 0 |
| Bilney, West - - - N.S. | *70 0 0 | 1834 | | |
| Binham, Mixed School - - 11 | - - - | - - - | - - - | 25 5 6 |
| Bradenham, West District - N.S. 11 | 382 8 0 | 1854 | 6 8 $6\frac{1}{4}$ | 91 18 0 |
| " " - - - " | 240 0 0 | 1856 | | |
| " " - - - " | 17 10 0 | 1858 | | |
| Brisley - - - - N.S. 10 | 50 0 0 | 1844 | - - - | 2 6 0 |
| " - - - - " | 22 0 0 | 1847 | | |
| " - - - - " | 16 0 0 | 1859 | | |
| Briston - - - - N.S. | 65 0 0 | 1845 | | |
| Brockdish - - - - N.S. | 34 0 0 | 1845 | | |
| Brooke - - - - N.S. | *80 0 0 | 1838 | | |
| Buckenham, New - - N.S. | - - - | - - - | 1 13 4 | |
| Burnham, Westgate - - N.S. 10 | 320 0 0 | 1851 | 5 6 5 | 710 12 0 |

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| | Amount. | Date of Payment. | | |
| NORFOLK—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Buxton, Mixed - - - B.S. 4 | - - - | - - - | - - - | 11 19 0 |
| Caister - - - - Par. 11 | 100 0 0 | 1850 | 3 12 6 | 195 10 0 |
| " - - - - " | 41 0 0 | 1858 | | |
| Caister, Infants' School - - " | *29 0 0 | 1834 | | |
| Carbrooke - - - N.S. 11 | 32 0 0 | 1860 | - - - | 92 3 0 |
| Carleton, Forehoe - - N.S. 2 | - - - | - - - | - - - | 10 16 8 |
| Castle Acre - - - N.S. | 72 7 0 | 1840 | | |
| Castle Rising - - - N.S. 1 | - - - | - - - | 2 0 2 | 359 17 0 |
| Caston - - - - N.S. 11 | - - - | - - - | 1 12 11¾ | 64 1 8 |
| Catfield - - - - N.S. | 63 0 0 | 1854 | 1 0 0 | |
| Catton, (New) - - Ch. of E 10 | 216 0 0 | 1860 | 2 12 10¾ | 18 5 0 |
| Chedgrave - - - N.S. 11 | 50 0 0 | 1844 | 3 1 1 | 263 0 0 |
| " - - - - " | 236 0 0 | 1858 | | |
| Claxton and Hellington - - N.S. | 45 0 0 | 1848 | | |
| Clenchwarton - - - N.S. | 73 0 0 | 1846 | | |
| Cley (next the Sea) - - B.S. 4 | 288 0 0 | 1860 | 1 12 5¾ | 76 13 4 |
| Coltishall - - - - N.S. | 100 0 0 | 1847 | | |
| Colton - - - - N.S. | 105 0 0 | 1855 | | |
| Costessy - - - - B.S. 4 | *65 0 0 | 1837 | - - - | 21 2 0 |
| Costessy - - - - N.S. | *50 0 0 | 1836 | | |
| Creake, North - - - N.S. 11 | - - - | - - - | 3 13 11 | 113 2 4 |
| Creake, South, Charity - - N.S. | 121 0 0 | 1860 | 1 14 11 | |
| Croxton - - - - N.S. | 50 0 0 | 1847 | | |
| Denton - - - - N.S. 10 | 64 10 0 | 1841 | - - - | 86 0 0 |
| " - - - - " | 25 0 0 | 1856 | | |
| Deopham - - - N.S. 10 | 16 5 0 | 1861 | 2 17 10 | 1 10 0 |
| Dereham, East - - - B.S. 11 | 190 0 0 | 1841 | - - - | 39 11 0 |
| " " - - - " | 30 0 0 | 1843 | | |
| Dereham, East - - - N.S. 11 | 140 0 0 | 1841 | 3 7 9 | 223 7 6 |
| " " - - - " | 27 6 0 | 1859 | | |
| " " - - - " | 21 0 0 | 1861 | | |
| Dereham, West - - - N.S. 2 | - - - | - - - | - - - | 12 5 0 |
| Diss - - - - B.S. 4 | 285 8 0 | 1861 | - - - | 19 12 0 |
| Diss - - - - N.S. 11 | 107 17 5 | 1848 | 2 10 11½ | 151 10 4 |
| Ditchingham - - - N.S. 10 | *50 0 0 | 1840 | 4 17 2½ | 153 6 0 |
| " - - - - " | 50 0 0 | 1846 | | |
| " - - - - " | 31 0 0 | 1852 | | |
| " - - - - " | 4 15 0 | 1860 | | |
| Docking - - - - Par. 5 | 400 0 0 | 1861 | 6 7 11 | 145 13 4 |
| Downham Market - - N.S. 12 | 162 10 0 | 1842 | 8 2 8½ | 573 13 0 |
| " " - - - " | 17 17 0 | 1852 | | |
| " " - - - " | 24 0 0 | 1857 | | |
| Dunham, Little - - N.S. | - - - | - - - | 1 1 8½ | |
| Elmham, North - - N.S. | *30 0 0 | 1838 | | |
| Emneth - - - N.S. 2 | 259 0 0 | 1860 | - - - | 11 0 0 |
| Fakenham - - - N.S. 11 | 200 0 0 | 1849 | 8 1 11 | 1,309 2 4 |
| " - - - - " | 135 0 4 | 1854 | | |
| Fakenham - - - B.S. | 183 0 0 | 1845 | | |
| " - - - - " | 120 0 0 | 1848 | | |
| Fincham - - - N.S. 2 | 129 0 0 | 1849 | 3 5 6 | 28 11 0 |
| " - - - - " | 14 0 0 | 1861 | | |
| Forncett, St. Mary's - - N.S. 11 | - - - | - - - | 1 9 7½ | 87 6 8 |
| Forncett, St. Peter's - - N.S. 10 | 99 0 0 | 1848 | - - - | 109 12 8 |
| " " - - - " | 3 10 10 | 1857 | | |
| Foulsham - - - N.S. | *90 0 0 | 1838 | 2 1 4 | |
| Framingham, Earl - - N.S. | 60 0 0 | 1841 | | |
| " - - - - " | 32 0 0 | 1855 | | |
| Freethorpe and Wickhampton - N.S. | 75 0 0 | 1848 | 1 9 6 | |
| Fritton and Morningthorpe - N.S. 12 | 45 0 0 | 1842 | - - - | 115 12 6 |
| Gayton - - - - N.S. | 73 13 4 | 1852 | | |
| Gaywood - - - N.S. 2 | 154 0 0 | 1856 | 5 19 2 | 271 10 0 |
| " - - - - " | 77 0 0 | 1859 | | |
| Geldestone - - - B.S. 4 | - - - | - - - | - - - | 261 16 6 |
| Geldestone - - - N.S. | *26 0 0 | 1835 | | |
| Gooderstone - - - N.S. | 60 0 0 | 1846 | | |
| Halvergate - - - N.S. 10 | 202 8 9 | 1855 | 2 0 0½ | 92 3 8 |
| Happisburgh - - - N.S. 11 | 254 0 0 | 1861 | 2 9 11¼ | 19 6 8 |
| Harpley - - - - N.S. | 62 0 0 | 1846 | | |
| Heigham (Potter) - - N.S. | 70 0 0 | 1846 | | |
| Heigham - - - N.S. | 280 0 0 | 1849 | 1 10 8 | |

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| NORFOLK—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Hempnall - - - N.S. | 150 0 0 | 1848 | | |
| Hethersett - - - N.S. 11 | 280 4 0 | 1861 | - - - | 98 18 0 |
| Hilgay - - - N.S. | *75 0 0 | 1838 | | |
| Hindolveston - - N.S. | 75 0 0 | 1847 | | |
| Hindringham - - N.S. | 55 0 0 | 1845 | | |
| Hingham - - - N.S. 11 | 51 10 0 | 1842 | - - - | 224 17 4 |
| " - - - " | 16 5 0 | 1860 | | |
| " - - - " | 7 3 6 | 1861 | | |
| Hockering - - - Ch. of E. | - - - | - - - | - - - | 20 1 8 |
| Holme Hale - - - N.S. 12 | - - - | - - - | 2 15 5½ | |
| Hockwold-cum-Wilton - - N.S. 3 | 62 10 0 | 1841 | 8 4 11¾ | 665 5 0 |
| " " - - " | 4 14 0 | 1847 | | |
| " " - - " | 41 16 8 | 1855 | | |
| Holt - - - - N.S. 10 | 100 0 0 | 1843 | 2 3 6 | 244 13 0 |
| " - - - " | 38 16 8 | 1859 | | |
| Holkham - - - N.S. 11 | - - - | - - - | 3 5 0½ | 302 2 4 |
| Horningham and East Tuddenham - - - N.S. | - - - | - - - | 2 3 11 | |
| Ingoldesthorpe - - - Par. 2 | - - - | - - - | - - - | 5 5 0 |
| Langham Episcopi School - - | - - - | - - - | 1 1 0 | |
| Langley - - - - N.S. 11 | - - - | - - - | 2 5 10½ | 260 8 0 |
| Lakenham, St. Mark's - - N.S. 11 | 150 0 0 | 1848 | 8 18 5½ | 1,508 18 10 |
| " " - - " | 110 1 4 | 1853 | | |
| " " - - " | 19 6 4 | 1855 | | |
| " " - - " | 160 0 0 | 1858 | | |
| Litcham - - - N.S. 2 | - - - | - - - | 2 12 10¾ | 112 6 4 |
| Loddon - - - N.S. 11 | - - - | - - - | 1 13 4 | 58 2 4 |
| Lynn and West Norfolk Church Schoolmasters' Association - - | - - - | - - - | 4 19 6 | |
| Lynn, St. John's - - N.S. 2 | 47 0 0 | 1849 | 8 3 5¾ | 1,162 5 6 |
| " - - - " | 598 13 4 | 1854 | | |
| Lynn, King's - - - B.S. 4 | 261 10 0 | 1842 | 23 10 5½ | 1,331 14 0 |
| " " - - " | 200 0 0 | 1847 | | |
| " " - - " | 38 0 0 | 1855 | | |
| Lynn, North End, Infants - 2 | - - - | - - - | - - - | 21 0 0 |
| Lynn, St. Margaret's - - N.S. 2 | 441 15 0 | 1850 | 31 15 3½ | 1,797 10 11 |
| " " - - " | 88 10 0 | 1853 | | |
| " " - - " | 102 0 0 | 1857 | | |
| Lynn, South, All Saints' - N.S. 2 | 95 0 0 | 1843 | 12 8 6 | 1,589 13 4 |
| " " - " | 72 3 4 | 1852 | | |
| " " - " | 35 0 0 | 1854 | | |
| " " - " | 292 10 0 | 1858 | | |
| Marham - - - N.S. | 53 0 0 | 1843 | | |
| Marsham Reformatory - - 7 | - - - | - - - | - - - | 101 1 9 |
| Marshland Smeeth - - N.S. | 200 0 0 | 1858 | | |
| Martham - - - N.S. | - - - | - - - | 2 6 8 | |
| Massingham - - - N.S. | *50 0 0 | 1837 | | |
| Middleton (near King's Lynn) - N.S. 2 | - - - | - - - | 2 12 0 | 35 5 10 |
| Milcham - - - N.S. | *50 0 0 | 1835 | | |
| Mitford and Launditch - P.U. 1 | - - - | - - - | - - - | 70 10 0 |
| Norwich, Alderman Norman's Endowed School - - - 2 | - - - | - - - | - - - | 1 5 0 |
| Norwich (Miss Martineau's Female Industrial) - - - 4 | - - - | - - - | 1 6 8½ | 114 12 6 |
| Norwich, Model, Boys, (*a*) - N.S. 11 | 185 0 0 | 1851 | 22 3 3½ | 2,186 18 0 |
| Norwich, Model, Girls, (*a*) - N.S. 11 | - - - | - - - | 6 5 0½ | 1,734 18 4 |
| Norwich, Model, Infants' School 11 | - - - | - - - | - - - | 97 2 6 |
| Norwich, New City, (Union Place, Higham) - - - B.S. 4 | *100 0 0 | 1840 | 3 10 10 | 175 10 8 |
| " " " - " | 50 0 0 | 1848 | | |
| " " " - " | 11 4 3 | 1859 | | |
| Norwich, Octagon Chapel - B.S. 4 | - - - | - - - | 3 19 10¾ | 575 6 0 |
| Norwich, St. Augustine's - N.S. | - - - | - - - | 1 0 0 | |
| Norwich, St. James' - - N.S. 2 | - - - | - - - | - - - | 29 2 0 |
| Norwich, St. John de Sepulchre, Infants - - N.S. | 192 0 0 | 1860 | 4 12 8¼ | 2 8 4 |
| Norwich, St. Martin-at-Oak - N.S. 2 | 340 0 0 | 1846 | - - - | 13 0 0 |
| " - - - " | 24 0 0 | 1856 | | |
| Norwich, St. Martin-at-Palace N.S. 2 | - - - | - - - | 2 10 2 | 10 1 0 |
| Norwich, St. Miles, Sadds Yard B.S. | 60 0 0 | 1840 | | |

*a* In separate buildings of different tenure.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| NORFOLK—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Norwich, St. Saviour's - N.S. 2 | - - - | - - - | - - - | 60 5 0 |
| Norwich, St. Stephen's - N.S. 10 | - - - | - - - | - - - | 570 3 6 |
| Norwich, St. Swithin's - N.S. | 45 0 0 | 1842 | 18 11 11½ | |
| Norwich, Willow Lane - R.C. 7 | 283 0 0 | 1860 | 3 10 0½ | 81 5 0 |
| Ormesby - - - N.S. | 83 0 0 | 1851 | | |
| Outwell - - - N.S. 2 | 225 0 0 | 1848 | 3 4 7½ | 5 15 0 |
| " - - - " | 71 5 0 | 1855 | | |
| Pockthorpe, St. James' - N.S. | 82 0 0 | 1845 | 1 4 0 | |
| " - " | 262 0 0 | 1858 | | |
| Pulham, St. Mary Magdalen's - N.S. | 132 0 0 | 1852 | 8 19 8½ | |
| Redenhall - - - N.S. 10 | 112 10 0 | 1849 | 1 6 8½ | 234 6 8 |
| Reedham - - - N.S. 10 | 50 0 0 | 1845 | - - - | 239 10 0 |
| " - - - " | 11 4 0 | 1855 | | |
| " - - - " | 16 10 0 | 1861 | | |
| Reepham, St. Mary's - N.S. 12 | - - - | - - - | 5 6 8 | 462 6 8 |
| Rockland, All Saints' - N.S. 11 | 35 0 0 | 1853 | - - - | 4 19 0 |
| Rockland, St. Mary's - N.S. | 36 0 0 | 1841 | 0 13 4 | |
| Rudham (East and West) Ch. of E. 2 | 384 0 0 | 1860 | - - - | 9 12 0 |
| Runcton and Holme - N.S. | 40 0 0 | 1840 | | |
| Runcton, North - - N.S. 3 | - - - | - - - | - - - | 74 10 0 |
| Runham and Thrigby - N.S. 11 | 216 0 0 | 1856 | 2 12 10½ | 19 10 0 |
| Runton - - - N.S. 11 | - - - | - - - | 4 0 0½ | 83 11 6 |
| Rushall - - - N.S. 10 | 174 0 0 | 1860 | 1 12 10½ | 33 10 0 |
| Ruston, East - - N.S. | 37 0 0 | 1846 | | |
| Ryburgh, Great - N.S 11 | - - - | - - - | 3 0 5 | 354 13 4 |
| Saham Toney - - N.S. | *35 0 0 | 1837 | | |
| Salhouse - - - N.S. | 60 0 0 | 1845 | 3 0 0 | |
| Saxlingham Thorpe and Saxlingham Nethergate Ch. of E. 11 | - - - | - - - | - - - | 12 10 0 |
| Scottow - - Ch. of E. | 119 0 0 | 1860 | | |
| Sculthorpe - - N.S. 11 | 62 0 0 | 1841 | 2 7 8½ | 23 9 0 |
| " - - - " | 29 0 0 | 1859 | | |
| Sedgeford - - Ch. of E. 2 | - - - | - - - | - - - | 131 3 8 |
| Sheringham - - N.S. | - - - | - - - | 1 16 0½ | |
| Southery - - - N.S. | 60 0 0 | 1844 | | |
| Southwood and Limpenhoe - N.S. | 26 10 0 | 1851 | 1 13 4½ | |
| Starston - - - N.S. 10 | - - - | - - - | - - - | 111 18 4 |
| Stibbard - - - N.S. | 143 10 0 | 1858 | | |
| Stiffkey - - - N.S. | - - - | - - - | 1 6 8 | |
| Surlingham - - N.S. | *20 0 0 | 1838 | | |
| Swafield - - - N.S. | - - - | - - - | 1 1 2 | |
| Swaffham - - - N.S. | *160 0 0 | 1839 | | |
| Swanton Morley - N.S. 10 | 120 0 0 | 1852 | - - - | 7 10 0 |
| Syderstone - - N.S. 11 | - - - | - - - | 1 6 6½ | 233 1 8 |
| Tatterset with Tatterford - N.S. | 237 0 0 | 1858 | | |
| Taverham - - N.S. 12 | 70 0 0 | 1852 | 1 6 8½ | 9 3 4 |
| Terrington, St. Clement's - N.S. 3 | 70 0 0 | 1844 | 5 9 2½ | 263 5 0 |
| " - - - " | 14 0 0 | 1857 | | |
| Thetford - - - B.S. | *75 0 0 | 1836 | | |
| Thetford - - - N.S. 3 | 40 4 0 | 1859 | 4 14 8 | 243 1 8 |
| Thornham - - - N.S. 2 | - - - | - - - | - - - | 259 4 4 |
| Thorpe - - - N.S. | 41 0 0 | 1841 | | |
| Thorpe-Hamlet - - N.S. 12 | 209 0 10 | 1854 | 3 6 8 | 142 8 8 |
| " - - - " | 46 0 0 | 1858 | | |
| Thurlton - - - N.S. | 37 0 0 | 1849 | | |
| Tilney, All Saints' - N.S. 12 | 130 0 0 | 1845 | 4 14 1 | 32 8 0 |
| " - - - " | 16 9 0 | 1859 | | |
| Tittleshall " Ch. of E. 10 | - - - | - - - | - - - | 91 0 0 |
| Topcroft - - - N.S. | 54 0 0 | 1848 | | |
| Trowse Newton - - N.S. 11 | 70 0 0 | 1846 | - - - | 6 10 0 |
| Trunch - - - N.S. 11 | 52 0 0 | 1853 | - - - | 10 6 8 |
| Walpole, St. Andrew's - N.S. | 93 0 0 | 1849 | | |
| Walsham, North - - N.S. 11 | 187 0 0 | 1846 | 2 19 7½ | 6 16 0 |
| Walsingham - - N.S. 11 | - - - | - - - | - - - | 941 16 0 |
| Walsingham, Little - N.S. | 3 18 0 | 1851 | 9 7 3½ | |
| " " " - " | 7 0 0 | 1854 | | |
| " " " - " | 21 0 0 | 1854 | | |
| " " " - " | 5 5 0 | 1855 | | |
| Walsoken - - - N.S. 2 | 280 0 0 | 1858 | - - - | 74 15 9 |
| Walton, West - - N.S. 2 | 76 0 0 | 1844 | 3 5 9½ | 51 15 0 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| NORFOLK—*cont.* | | | | |
| Watton - - - - N.S. 11 | 83 0 0 | 1842 | 8 4 10 | 8 7 0 |
| " - - - - " | 45 17 0 | 1860 | | |
| Weasenham - - - - N.S. | 349 0 0 | 1860 | | |
| Welborne - - - - N.S. | 42 0 0 | 1847 | | |
| Wells - - - - B.S. 4 | 90 7 9 | 1861 | 2 14 10 | 39 3 8 |
| Wicklewood - - - - N.S. 12 | - - - | - - - | - - - | 21 13 0 |
| Wiggenhall - - - - N.S. | 65 0 0 | 1842 | 1 15 0 | |
| Winch, East - - - - N.S. | 50 0 0 | 1843 | | |
| Winch, West - - - - N.S. | *32 0 0 | 1838 | 1 9 0 | |
| Winfarthing - - Ch. of E. | 124 10 0 | 1855 | | |
| Winterton - - - - N.S. 11 | 169 0 0 | 1849 | 7 15 6 | 730 17 2 |
| " - - - - " | 102 14 6 | 1856 | | |
| Worstead - - - - N.S. 11 | 80 0 0 | 1845 | 4 2 8½ | 260 3 6 |
| " - - - - " | 141 15 0 | 1854 | | |
| " - - - - " | - - - | - - - | - - - | 182 19 0 |
| Wortwell - - - - N.S. 11 | - - - | - - - | - - - | 261 9 0 |
| Wymondham - - - - N.S. 12 | 15 12 0 | 1858 | 1 10 7¾ | 1,039 5 0 |
| Yarmouth, Great - - - - B.S. 4 | 35 10 0 | 1856 | 19 10 0 | |
| " - - - - " | 61 18 0 | 1860 | | |
| " " - - - - " | - - - | - - - | 1 11 0 | |
| Yarmouth, Great, Blue Coat Sch. - - | - - - | - - - | 1 14 11¾ | 451 1 8 |
| Yarmouth, Gt., Charity Ch. of E. 12 | - - - | - - - | 3 14 6½ | |
| Yarmouth, Great, St. John's - N.S. | 300 0 0 | 1860 | - - - | 46 13 4 |
| Yarmouth, Great, St. John's, Infants S. 12 | - - - | - - - | 27 9 7¾ | 2,022 13 4 |
| Yarmouth, Great, St. Nicholas' N.S. 12 | 720 10 0 | 1853 | | |
| " - - - - " | 120 0 0 | 1859 | | |
| Yarmouth, Great, St. Peter's - N.S. 12 | 526 0 0 | 1851 | 32 7 3½ | 2,457 13 8 |
| Yarmouth, Great, Schoolmasters' Association - - - - | - - - | - - - | 4 0 0½ | |
| Yaxham - - - - N.S. | 60 0 0 | 1844 | | |
| " - - - - " | 32 0 0 | 1850 | | |
| NORTHAMPTONSHIRE. | | | | |
| Abthorpe - - - Ch. of E. 11 | - - - | - - - | 1 0 0½ | 54 8 0 |
| Barnack - - - - N.S. 11 | - - - | - - - | - - - | 150 10 0 |
| Braunston - - - - N.S. 11 | 90 0 0 | 1847 | - - - | 27 10 0 |
| Brabrooke - - - - N.S. | *25 0 0 | 1837 | | |
| Brafield-on-the-Green - - - B.S. 3 | - - - | - - - | - - - | 234 11 8 |
| Brigstock - - - - N.S. 11 | - - - | - - - | - - - | 17 10 0 |
| Brington, Great - - - - N.S. 11 | - - - | - - - | 2 0 0 | 331 16 0 |
| Broughton - - - - N.S. 11 | - - - | - - - | 1 1 10½ | 1 14 0 |
| Bugbrooke - - - - N.S. 12 | 125 0 0 | 1845 | 10 3 11 | 359 19 4 |
| " - - - - " | 27 0 0 | 1846 | | |
| " - - - - " | 31 0 0 | 1858 | | |
| " - - - - " | - - - | - - - | 3 6 8 | 40 4 0 |
| Byfield - - - Ch. of E. 11 | - - - | - - - | | |
| Burton Latimer, Endowed and Infant Free School - - - 11 | 80 0 0 | 1852 | 1 14 3 | 63 11 8 |
| " - - - - " | 100 0 0 | 1860 | | |
| Chipping Warden - - - N.S. 11 | - - - | - - - | - - - | 12 3 0 |
| Cogenhoe - - - - N.S. | 45 0 0 | 1843 | | |
| Corby - - - - B.S. 11 | - - - | - - - | - - - | 333 12 0 |
| Cosgrove - - - - N.S. | 90 0 0 | 1845 | | |
| Cottingham-cum-Middleton - N.S. | 183 0 0 | 1857 | | |
| Creaton, Great - - - N.S. | 100 0 0 | 1845 | 5 19 0 | |
| Cranford - - - - N.S. 11 | - - - | - - - | - - - | 64 12 8 |
| Crick, Boys - - - - N.S. | 60 0 0 | 1848 | | |
| " - - - - " | 20 0 0 | 1860 | | |
| " Girls and Infants - - N.S. | 60 0 0 | 1847 | | |
| Croughton - - - Ch. of E. 11 | - - - | - - - | 1 10 3½ | 206 6 8 |
| Culworth - - - - N.S. | - - - | - - - | 4 3 4½ | |
| Dallington - - - - N.S. | 52 0 0 | 1842 | 1 13 4 | |
| Daventry - - - - B.S. 11 | - - - | - - - | 3 8 6 | 242 18 8 |
| Desborough - - - - N.S. 11 | 47 0 0 | 1844 | - - - | 42 10 0 |
| Earls Barton—Wickliffe - B.S. 7 | - - - | - - - | - - - | 66 5 0 |
| Evenly - - - - - 12 | - - - | - - - | - - - | 61 4 0 |
| Eydon - - - - N.S. 12 | 25 0 0 | 1859 | 4 0 10 | 319 5 10 |
| Eye - - - - N.S. | 324 7 6 | 1857 | | |
| Finedon, Endowed Free School - 12 | 70 0 0 | 1854 | 5 4 11½ | 327 7 8 |
| Finedon, Endowed Girls' and Infts. - 12 | - - - | - - - | - - - | 104 16 8 |
| Gayton - - - - N.S. | 56 0 0 | 1846 | | |
| Glinton with Peakirk - - N.S. | 110 0 0 | 1846 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| NORTHAMPTONSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Hargrave - - - Ch. of E. | 123 12 0 | 1858 | | |
| Harleston - - - N.S. 12 | - - - | - - - | 3 15 6¼ | 172 12 6 |
| Harpole - - - N.S. 12 | - - - | - - - | 1 6 9 | 104 9 0 |
| Harrowden, Little, Endowed Free Sch. - | 70 0 0 | 1851 | 1 4 2 | |
| " " " - | 179 0 0 | 1858 | | |
| Helmdon - - - N.S. | 176 0 0 | 1856 | | |
| Helpstone - - - Par. 12 | - - - | - - - | - - - | 28 15 0 |
| Irchester - - - N.S. | 120 0 0 | 1849 | | |
| Islip - - - Ch. of E. | 147 12 0 | 1861 | | |
| Kettering - - - B.S. | *250 0 0 | 1835 | | |
| Kettering - - - N.S. 12 | - - - | - - - | 5 0 0 | 553 8 2 |
| Kettering (North End) - Ch. of E. 12 | 318 0 0 | 1860 | - - - | 18 0 0 |
| Kilsby - - - N.S. 11 | *30 0 0 | 1839 | 2 7 5½ | 45 9 0 |
| Kingsthorpe - - - N.S. 11 | 85 0 0 | 1841 | 1 19 2 | 14 0 0 |
| Kislingbury - - - N.S. 12 | - - - | - - - | 1 5 0 | 21 0 0 |
| Litchborough Church School - - | - - - | - - - | 1 0 7 | |
| Lowick Charity School - - - 12 | - - - | - - - | - - - | 76 1 0 |
| Middleton Cheney - - N.S. 11 | 679 10 0 | 1859 | 4 10 3½ | 324 0 4 |
| Milton - - - N.S. 12 | - - - | - - - | - - - | 95 2 8 |
| Moulton and Overstone - N.S. 12 | 110 0 0 | 1843 | 1 13 6 | 239 5 0 |
| " " - " | 16 12 0 | 1859 | | |
| Naseby - - - N.S. 11 | 92 0 0 | 1846 | - - - | 24 15 10 |
| Northampton - - - B.S. 3 | 550 0 0 | 1846 | 6 12 7½ | 303 5 0 |
| Northampton, All Saints' - N.S. 11 | *316 0 0 | 1840 | 36 8 7½ | 3,211 17 8 |
| " " - " | 117 15 0 | 1849 | | |
| " " - " | 825 0 0 | 1855 | | |
| Northampton, All Saints' (South Quarter), Infants - - N.S. 11 | - - - | - - - | 3 0 1½ | 449 7 8 |
| Northampton, Blue Coat School - 11 | - - - | - - - | 9 16 8½ | 11 10 0 |
| Northampton, Church School-masters' Association - - - | - - - | - - - | 9 4 0½ | |
| Northampton, St. Andrew's - N.S. 12 | 474 0 0 | 1859 | 6 14 7½ | 163 18 4 |
| Northampton, St. Edmund's - N.S. 12 | 436 0 0 | 1858 | 5 6 10 | 201 15 0 |
| Northampton, St. Giles' - Par. | 48 0 0 | 1857 | 23 14 6½ | 1,594 12 4 |
| Northampton, St. Katherine's - N.S. 11 | 230 0 0 | 1845 | 5 13 5 | 896 19 2 |
| " " - " | 7 0 0 | 1849 | | |
| Northampton, St. Peter's - N.S. 11 | 276 0 0 | 1856 | 5 9 9½ | 249 13 4 |
| Northampton, St. Sepulchre's - N.S. 11 | 420 0 0 | 1846 | 13 0 11¾ | 942 8 4 |
| " " - " | 40 0 0 | 1850 | | |
| Northampton, " Society's " Reformatory - - - 10 | - - - | - - - | - - - | 259 17 6 |
| Orlingbury - - - N.S. | 103 0 0 | 1847 | | |
| Oundle - - - N.S. 12 | 133 0 0 | 1842 | 9 15 7 | 444 15 6 |
| " - - - " | 58 0 0 | 1844 | | |
| " - - - " | 53 0 0 | 1855 | | |
| Oundle - - - B.S. 7 | - - - | - - - | 8 17 2½ | 697 18 10 |
| Paston - - - N.S. 11 | - - - | - - - | - - - | 107 6 4 |
| Peterborough - - - B.S. 7 | 610 0 0 | 1859 | 6 7 7 | 324 17 0 |
| Peterborough, British, Sunday Sch. - | *150 0 0 | 1837 | | |
| Peterborough, Albert Place - - N.S. 11 | - - - | - - - | - - - | 20 10 0 |
| Peterborough, Boys - - N.S. 12 | - - - | - - - | 2 2 9½ | 153 10 6 |
| Peterborough, Girls - - N.S. 12 | 31 0 0 | 1855 | 2 5 6½ | 445 0 0 |
| Peterborough, Infants - - N.S. 11 | 219 15 0 | 1851 | - - - | 404 15 0 |
| " " - " | 45 0 0 | 1859 | | |
| Peterborough, New England St. Mark's - - - N.S. 12 | - - - | - - - | 5 0 0 | 227 12 8 |
| Peterborough Practising School 12 | 366 0 0 | 1859 | 8 6 8 | 332 0 4 |
| Peterborough, St. John the Baptist - - - Ch. of E. 11 | 539 2 0 | 1860 | - - - | 83 14 0 |
| Piddington - - - N.S. 11 | - - - | - - - | 1 15 4½ | 47 6 4 |
| Pitsford - - - N.S. | 52 10 0 | 1844 | | |
| Pytchley, Endowed - Ch. of E. | 163 10 6 | 1857 | | |
| Raunds - - - N.S. 11 | 372 0 0 | 1860 | - - - | 55 5 0 |
| Rockingham - - - N.S. 12 | - - - | - - - | 6 13 8½ | 576 4 8 |
| Rothwell - - - B.S. 3 | *160 0 0 | 1835 | 1 19 5½ | 77 5 8 |
| Sibbertoft - - - N.S. | 60 0 0 | 1848 | 0 11 11 | |
| Silverstone - - - N.S. | - - - | - - - | 2 2 3 | |
| Silverstone - - - Wes. 4 | - - - | - - - | 2 0 0½ | 96 16 6 |
| Spratton - - - N.S. 10 | - - - | - - - | 2 10 6½ | 3 13 0 |
| Stanwick - - - N.S. | *54 0 0 | 1840 | - - - | |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| NORTHAMPTONSHIRE—*cont.* | | | | |
| Sutton, King's - - - N.S. 1 | 180 0 0 | 1847 | 2 2 10½ | 117 6 0 |
| " - - - " | 13 14 8 | 1859 | | |
| Thornhaugh - - - N.S. 11 | - - - | - - - | 1 13 3 | 225 0 4 |
| Thrapstone - - - N.S. 11 | 112 10 0 | 1851 | 5 5 5½ | 199 11 0 |
| Thrapstone - - - B.S. 11 | - - - | - - - | 1 0 4 | 44 16 0 |
| Titchmarsh - - - N.S. 12 | 120 0 0 | 1843 | 3 12 9½ | 57 16 2 |
| " - - - " | 6 0 0 | 1851 | | |
| Towcester - - - N.S. 11 | 213 15 0 | 1851 | - - - | 43 13 4 |
| Weedon Bec - - - N.S. | 200 2 6 | 1861 | | |
| Weedon (Lois) - - - N.S. | 96 0 0 | 1843 | 2 1 1 | |
| Welford and Sulby, Endowed Sch. - - | 79 10 0 | 1852 | 2 0 3 | |
| Wellingborough, Freeman's Endowed - - - - 11 | 493 0 0 | 1860 | 5 0 0½ | 185 1 8 |
| Whitfield - - - - N.S. | *25 0 0 | 1838 | | |
| Wilbarston - - - N.S. | 33 0 0 | 1846 | | |
| Woodford - - Ch. of E. 12 | - - - | - - - | - - - | 74 2 0 |
| Woodford (near Daventry) - N.S. | - - - | - - - | 2 1 8½ | |
| Woodford-cum-Membris Ch. of E. 12 | - - - | - - - | - - - | 44 7 0 |
| Wootton - - - - - N.S. | *46 0 0 | 1839 | | |
| NORTHUMBERLAND. | | | | |
| Acklington - - - N.S. 2 | - - - | - - - | 4 9 3 | 332 14 0 |
| Acomb, Township - Ch. of E. 10 | - - - | - - - | 1 6 8 | 27 10 0 |
| Allenheads - - - N.S. 9 | *a*50 0 0 | 1840 | - - - | 78 8 4 |
| Allenheads, St. Peter's - - N.S. 9 | 30 0 0 | 1847 | - - - | 257 4 0 |
| Alnwick - - - - B.S. 6 | *b*- - - | - - - | - - - | 22 3 4 |
| Alnwick - - - - N.S. 12 | 315 0 0 | 1850 | 10 16 2½ | 1,281 13 0 |
| " - - - " | 100 0 0 | 1855 | | |
| Alnwick (Duke of Northumberland's) - - - - N.S. 12 | - - - | - - - | - - - | 588 2 6 |
| Alnwick, Endowed Corporation Upper School - - - 1 | - - - | - - - | 6 13 4½ | 71 5 0 |
| Alnwick Corporation (Lower) S. - 1 | - - - | - - - | - - - | 134 10 0 |
| Alnwick Ragged School - - - | 127 0 0 | 1840 | | |
| Alnwick, St John's - - R.C. 7 | - - - | - - - | 1 8 4½ | 229 6 0 |
| Ancroft - - - - N.S. 4 | 311 0 0 | 1859 | - - - | 47 6 0 |
| Anick - - - Ch. of E. 10 | - - - | - - - | - - - | 131 18 0 |
| Bavington, Great - - Pres. 8 | - - - | - - - | - - - | 54 18 0 |
| Bedlington - - Ch. of E. 2 | 332 0 0 | 1859 | 6 14 1½ | 164 5 8 |
| Belford - - - - N.S. 7 | *58 0 0 | 1857 | 2 6 0 | |
| Belford - - - - Pres. 7 | - - - | - - - | 2 7 9 | 140 3 0 |
| Bellingham, Endowed Free S. - 11 | 98 5 0 | 1852 | 4 17 7½ | 178 7 4 |
| " - - - | 15 0 0 | 1857 | | |
| Benwell, Village - - Ch. of E. 6 | - - - | - - - | - - - | 59 16 0 |
| Berwick-upon-Tweed - - B.S. 8 | 694 0 0 | 1860 | - - - | 314 19 3 |
| Berwick-upon-Tweed, Infants - B.S. 8 | 70 0 0 | 1841 | 7 7 8 | 697 17 0 |
| " - - - " | 34 3 6 | 1858 | | |
| Berwick-upon-Tweed - - - P.U. 9 | - - - | - - - | - - - | 71 13 4 |
| Berwick-upon-Tweed, Boys, Charity S. 4 | 100 0 0 | 1859 | 25 5 4½ | 1,170 13 0 |
| Berwick-upon-Tweed, Girls, Charity - - - Ch. of E. 4 | 618 0 0 | 1857 | 5 8 3 | 479 0 0 |
| Berwick-upon-Tweed, St. Cuthbert's - - - - R.C. 5 | - - - | - - - | 2 19 11½ | 57 1 6 |
| Berwick-upon-Tweed, English Presbyterian School - - 7 | - - - | - - - | - - - | 33 16 0 |
| Birtley - - - - N.S. 12 | - - - | - - - | - - - | 22 1 8 |
| Blenkinsopp - - Ch. of E. | - - - | - - - | 2 9 9½ | |
| Broomhaugh, Village - - N.S. 3 | 35 0 0 | 1857 | 1 5 6½ | 97 12 0 |
| Cambo - - - - N.S. 2 | - - - | - - - | - - - | 217 12 4 |
| Chatton - - - - N.S. | - - - | - - - | 2 1 0½ | |
| Chillingham - - - N.S. | *45 0 0 | 1835 | | |
| Colwell - - - - R.C. | - - - | - - - | 2 1 8½ | |
| Corbridge - - - - N.S. 2 | *45 0 0 | 1835 | 8 4 6½ | 423 18 0 |
| " - - - " | 412 0 0 | 1856 | | |
| Cornhill - - - - N.S. 3 | *40 0 0 | 1838 | - - - | 49 13 0 |
| " - - - " | 33 4 0 | 1861 | | |
| Crookham - - - N.S. 2 | 104 10 0 | 1842 | 2 2 8½ | 15 16 0 |
| Crookham - - - Pres. 7 | - - - | - - - | 7 18 4½ | 233 6 8 |

*a* This school is pulled down.

*b* Now a private adventure school.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| NORTHUMBERLAND–*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Dalton, Village School - - - 11 | - - - | - - - | - - - | 45 10 0 |
| Earsdon - - - - N.S. 5 | - - - | - - - | 4 3 4½ | 77 17 0 |
| Elsdon - - - - N.S. 3 | *a*35 0 0 | 1836 | 2 12 2 | 218 17 6 |
| Falstone - - - - B.S. 6 | - - - | - - - | 1 17 6½ | 68 15 4 |
| Featherstone - - Ch. of E. 12 | - - - | - - - | 2 6 8½ | 67 13 0 |
| Ford - - Ch. of E. and Pres. 5 | - - - | - - - | - - - | 73 13 0 |
| Glanton - - - - Pres. 8 | - - - | - - - | 2 15 0 | 99 17 0 |
| Gosforth - - - - N.S. 5 | 422 2 0 | 1861 | - - - | 15 13 4 |
| Gosforth (North) - Ch. of E. 5 | - - - | - - - | 3 13 2 | 151 12 8 |
| Harbottle - - - - N.S. | *36 0 0 | 1836 | | |
| Hartburn - - - - N.S. 3 | 85 0 0 | 1844 | 5 0 0 | 30 12 6 |
| Heddon-on-the-Wall - - N.S. 5 | 200 0 0 | 1854 | 7 14 6½ | 640 0 7 |
| Hexham, St. Mary's - - R.C. 5 | - - - | - - - | 4 11 4 | 487 2 8 |
| Hexham, Subscription School - - 12 | 550 0 0 | 1856 | 24 6 4½ | 1,054 13 6 |
| Holywell Colliery - - B.S. | *25 0 0 | 1838 | 1 7 7 | |
| Horncliffe - - - B.S. 8 | - - - | - - - | 4 3 3 | 238 19 4 |
| Horsley, Long - - - Par. 3 | - - - | - - - | 3 19 1 | 45 12 0 |
| Horton - - - Ch. of E. 2 | 561 12 0 | 1860 | - - - | 13 3 4 |
| Houghton, Long - - - N.S. 2 | - - - | - - - | 4 7 7 | 246 16 4 |
| Howden Pans - - - B.S. | 50 0 0 | 1840 | 3 2 1 | |
| Howick - - - Ch. of E. 3 | 146 0 0 | 1861 | 2 1 8½ | 34 0 8 |
| Kenton - - - - N.S. 5 | 121 0 0 | 1847 | 1 17 8½ | 80 9 8 |
| Kieldar - - - - B.S. 6 | - - - | - - - | 0 11 3 | 108 5 0 |
| Killingworth, Colliery - - - 6 | - - - | - - - | - - - | 232 19 8 |
| Knaresdale - - - N.S. 11 | - - - | - - - | 2 9 2 | 183 18 8 |
| Kirk Whelpington - - Par. 2 | - - - | - - - | - - - | 25 0 0 |
| Lesbury - - - Ch. of E. 2 | - - - | - - - | - - - | 24 4 6 |
| Lillswood Subscription School - | - - - | - - - | 2 2 8 | |
| Longhurst - - - N.S. 2 | 56 0 0 | 1847 | 3 15 6½ | 23 16 0 |
| Lowick - - - - B.S. | *b*30 0 0 | 1840 | | |
| Lowick - - - - N.S. 5 | 75 0 0 | 1842 | 2 19 10½ | 207 4 0 |
| Lowick - - - - Pres. 8 | - - - | - - - | 2 17 4 | 97 4 0 |
| Lowick - - - - R.C. | - - - | - - - | 2 0 0½ | |
| Lucker - - - - Par. | - - - | - - - | 1 13 4 | |
| Matfen - - - Ch. of E. 2 | - - - | - - - | - - - | 26 15 0 |
| Melkridge - - - N.S. | *30 0 0 | 1837 | | |
| Mickley Colliery Boys' - Ch. of E. 12 | - - - | - - - | 4 14 4 | 365 7 4 |
| Morpeth - - - - Pres. 7 | - - - | - - - | 4 19 0 | 315 12 0 |
| Morpeth, Borough (or Corporation) Schools - - - - 8 | *200 0 0 | 1839 | 3 19 5½ | 280 15 0 |
| Morpeth, St. James' - - N.S. 1 | 200 0 0 | 1848 | 7 13 4½ | 1,316 13 2 |
| " " - - " | 67 0 0 | 1853 | | |
| " " - - " | 9 6 8 | 1856 | | |
| Newborough, Boys - - N.S. 11 | 99 1 8 | 1854 | 1 18 11½ | 102 9 0 |
| Newcastle-upon-Tyne, Arthur's Hill School - - - - 8 | 335 0 0 | 1857 | 4 6 8 | 163 15 0 |
| Newcastle, Castle Garth (or St. Nicholas') - - - N.S. 5 | *150 0 0 | 1840 | 5 0 0½ | 504 5 0 |
| " - - - " | 28 0 0 | 1841 | | |
| Newcastle, Church Schoolmasters' Association - - - - | - - - | - - - | 0 8 4½ | |
| Newcastle-on-Tyne, Ch. of the Divine Unity School - - - - 8 | - - - | - - - | - - - | 3 6 8 |
| Newcastle, Clergy Jubilee Trade, (Upper School) - - - - 5 | - - - | - - - | - - - | 38 6 8 |
| Newcastle, Clergy Jubilee Trade N.S. 5 | 800 0 0 | 1861 | - - - | 315 16 6 |
| Newcastle, Jubilee - - B.S. 7 | - - - | - - - | 6 16 2½ | 1,013 10 0 |
| Newcastle, Orphan House - Wes. 6 | 1,172 0 0 | 1858 | 13 13 5½ | 592 5 4 |
| Newcastle, Ragged School - - - 11 | 852 0 0 | 1855 | 6 2 6 | 2,303 11 6 |
| " " - - " | 730 0 0 | 1860 | | |
| Newcastle, Reformatory - - - 7 | - - - | - - - | - - - | 373 3 6 |
| Newcastle, Sallyport - B.S. 6 | - - - | - - - | - - - | 16 13 4 |
| Newcastle, St. Andrew's - R.C. 5 | 243 0 0 | 1856 | 17 9 2½ | 3,007 9 0 |
| Newcastle, St. Andrew's - N.S. 5 | *166 0 0 | 1839 | 29 12 1 | 2,173 13 6 |
| " " - - " | 1,130 0 0 | 1857 | | |
| Newcastle, St. John's - - N.S. 5 | *335 0 0 | 1838 | 43 5 9½ | 2,977 16 3 |
| " " - - " | 40 9 4 | 1858 | | |
| " " - - " | 80 7 0 | 1861 | | |
| Newcastle, St. Mary's - - R.C. 5 | - - - | - - - | 6 8 3 | 584 12 9 |
| Newcastle, St. Thomas' - - N.S. 4 | 130 0 0 | 1852 | - - - | 1,433 7 6 |

*a* This grant has been repaid.
*b* School broken up and building converted into a dwelling house.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Northumberland—*cont.*** | | | | |
| Newham - - - B.S. 8 | - - - | - - - | - - - | 38 14 8 |
| Newton Hall - - N.S. 12 | - - - | - - - | - - - | 12 1 4 |
| Ninebanks - - - N.S. | 12 0 0 | 1844 | | |
| " - - - " | 35 0 0 | 1848 | | |
| Norham - - - N.S. 4 | 121 0 0 | 1846 | 8 4 1½ | 671 12 0 |
| Ord, East - - - B.S. | *a*35 0 0 | 1840 | | |
| Ovington - - - N.S. 3 | 60 0 0 | 1845 | 4 3 4 | 106 15 0 |
| " - - - " | 23 0 0 | 1851 | | |
| " - - - " | 10 5 8 | 1851 | | |
| Radcliffe Colliery - - N.S. | - - - | - - - | 1 0 6 | |
| Rochester, Lord Redesdale's - N.S. 3 | - - - | - - - | 5 5 0½ | 36 16 0 |
| Scremerston - - - N.S. 3 | 63 0 0 | 1842 | 6 4 10½ | 882 19 10 |
| " - - - " | 103 0 0 | 1858 | | |
| Seaton Burn - - - B.S. | *b**20 0 0 | 1836 | | |
| Shieldfield, All Saints' - - N.S. 5 | 862 0 0 | 1858 | 8 5 11¾ | 374 10 4 |
| Shields, North - - - N.S. | *300 0 0 | 1840 | | |
| Shields, North - - - Pres. 5 | 250 0 0 | 1844 | 13 6 1 | 1,068 12 8 |
| " - - - " | 17 1 0 | 1859 | | |
| Shields, North - - - R.C. 5 | - - - | - - - | 13 8 1· | 1,054 3 8 |
| Shields, North, Union - - B.S. 6 | *225 0 0 | 1839 | 10 13 0½ | 516 1 4 |
| Shoreswood - - - N.S. 4 | 120 0 0 | 1846 | 3 10 7¾ | 267 1 8 |
| " - - - " | 11 9 0 | 1853 | | |
| Sighill - - - N.S. | - - - | - - - | 2 14 2¼ | |
| Simonburn - - - N.S. | 276 0 0 | 1858 | | |
| Spittle - - - B.S. | *75 0 0 | 1839 | | |
| Stamfordham - - - R.C. 10 | 130 0 0 | 1857 | 2 1 8 | 17 5 0 |
| Sugleyfield - - - N.S. | *100 0 0 | 1838 | | |
| Tynemouth, Ragged School - - - | - - - | - - - | 3 7 3 | |
| Walbottle Colliery School - - 7 | - - - | - - - | 2 18 4 | 88 8 10 |
| Wark, Giles Heron's Charity - - | - - - | - - - | 3 15 0½ | |
| Wark - - - Parish S. 11 | - - - | - - - | - - - | 6 13 4 |
| Warkworth, Radcliffe Colliery Ch. of E. 5 | - - - | - - - | - - - | 16 10 0 |
| Warrenford - - - B.S. 7 | *20 0 0 | 1841 | - - - | 190 2 10 |
| Whitley Chapel - - - N.S. | 70 0 0 | 1849 | 3 10 2 | |
| Whittingham - - - N.S. 12 | - - - | - - - | - - - | 63 4 0 |
| Whittonstall - - - N.S. 4 | 50 0 0 | 1847 | 12 8 4¾ | 435 17 8 |
| " - - - " | 60 0 0 | 1857 | | |
| Willington Quay, Stephenson - S. 6 | 737 0 0 | 1859 | - - - | 65 16 0 |
| Wingates - - - N.S. | 26 10 0 | 1842 | | |
| Witton (Nether) - - - N.S. | - - - | - - - | 1 17 0 | |
| Wooler - - - N.S. 4 | *70 0 0 | 1838 | 2 18 7¾ | 116 6 0 |
| Wooler - - - Pres. 8 | - - - | - - - | *c*13 10 0 | 430 17 8 |
| " - - - " | - - - | - - - | 2 17 10 | |
| Wylam, Village - - - B.S. 7 | 526 0 0 | 1857 | 5 6 8 | 165 8 4 |
| Wylam Colliery - - - B.S. | - - - | - - - | 3 15 10 | |
| **Nottinghamshire.** | | | | |
| Arnold, Infants - - - N.S. | 172 0 0 | 1845 | | |
| " - - - " | 70 0 0 | 1858 | | |
| Arnold, Boys and Girls - N.S. 4 | 480 0 0 | 1860 | - - - | 3 15 0 |
| Averham - - - N.S. 3 | - - - | - - - | 3 2 6 | 65 16 0 |
| Balderton - - - N.S. 4 | 283 0 0 | 1847 | 3 1 4½ | 143 5 0 |
| " - - - " | 51 0 0 | 1853 | | |
| Barnby-in-the-Willows - N.S. 4 | 57 0 0 | 1851 | - - - | 4 12 0 |
| Basford - - - N.S. 4 | 390 0 0 | 1846 | 2 19 3 | 150 10 0 |
| " - - - " | 50 0 0 | 1861 | | |
| Beckingham - - - N.S. 3 | 222 0 0 | 1855 | 1 4 0 | 91 8 4 |
| Beeston - - - N.S. 4 | *144 0 0 | 1835 | 3 4 0 | 455 5 0 |
| Besthorpe - - - N.S. 4 | 40 10 0 | 1845 | - - - | 13 18 0 |
| Bingham - - - N.S. 4 | - - - | - - - | 4 10 7½ | 393 8 8 |
| Bingham - - - Wes. 1 | 372 0 0 | 1860 | 5 17 6½ | 156 18 0 |
| Bole - - - N.S. 4 | - - - | - - - | - - - | 19 10 0 |
| Boughton Infant - Ch. of E. 4 | - - - | - - - | - - - | 11 5 0 |
| Blidworth - - - N.S. | 425 0 0 | 1848 | 2 6 8 | |
| Bramcote - - - N.S. 4 | *50 0 0 | 1837 | 0 10 8 | 8 9 0 |

*a* School has ceased to exist. *b* School sold. *c* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| NOTTINGHAMSHIRE—*cont.* | | | | |
| Bridgeford, East - - - N.S. 4 | - - - | - - - | - - - | 6 5 0 |
| Calverton - - - N.S. 3 | - - - | - - - | - - - | 2 10 0 |
| Carrington - - - N.S. 3 | *75 0 0 | 1836 | 3 7 5½ | 265 19 8 |
| " - - - " | 35 0 0 | 1857 | | |
| Chilwell - - - N.S. 3 | 246 0 0 | 1856 | 1 9 0 | 8 15 0 |
| Coddington - - N.S. | 53 0 0 | 1847 | 3 12 2½ | |
| " - - - " | 18 9 0 | 1847 | | |
| Coddington - - - Wes. 11 | - - - | - - - | 2 10 0 | 84 5 0 |
| Collingham, North and South - N.S. 4 | *60 0 0 | 1840 | 9 17 4¾ | 597 13 6 |
| " " - " | 13 0 0 | 1845 | | |
| " " - " | 52 11 6 | 1855 | | |
| Collingham - - - Wes 10 | 330 0 0 | 1856 | 6 0 10½ | 217 18 3 |
| Costock - - - N.S. 5 | *50 0 0 | 1841 | - - - | 18 16 8 |
| " - - - " | 83 0 0 | 1861 | | |
| Cotes, Old - - N.S. | *50 0 0 | 1837 | | |
| Cropwell Butler - - Par. 4 | - - - | - - - | - - - | 2 13 0 |
| Dunham - - - N.S. 3 | 215 0 0 | 1845 | 1 6 3 | 50 18 4 |
| Eastwood, Boys - - Ch. of E. 4 | *60 0 0 | 1837 | 7 7 8½ | 503 11 0 |
| " " - " | 50 0 0 | 1857 | | |
| Eastwood, Girls - - Ch. of E. 4 | 45 0 0 | 1856 | - - - | 205 8 4 |
| Elston, All Saints' - - N.S. | 126 0 0 | 1856 | 1 13 4 | |
| Epperstone - - - N.S. 3 | 303 0 0 | 1856 | 2 15 5½ | 34 1 6 |
| Farndon - - - N.S. | 233 0 0 | 1858 | | |
| Farnsfield - - - Wes. 12 | - - - | - - - | 4 0 0 | 228 16 0 |
| Gringley-on-the-Hill - - N.S. 4 | 244 16 0 | 1856 | - - - | 143 3 6 |
| " - - - " | 39 7 0 | 1859 | | |
| Hawksworth " - - Ch. of E. 4 | - - - | - - - | - - - | 32 10 0 |
| Hucknall Torkard - - N.S. 4 | 404 0 0 | 1855 | 14 2 8½ | 444 7 4 |
| Hyson Green, St. Paul's - N.S. 3 | 149 0 0 | 1848 | 11 14 7½ | 639 1 0 |
| " " - " | 16 16 0 | 1857 | | |
| " " - " | 900 0 0 | 1861 | | |
| Kimberley - - - B.S. | 50 0 0 | 1841 | | |
| Kingston-upon-Soar - - N.S. 3 | - - - | - - - | 1 0 8 | 96 10 0 |
| Lambley - - - N.S. | 90 0 0 | 1851 | | |
| Langar - - - Ch. of E. 4 | - - - | - - - | - - - | 24 10 0 |
| Lenton - - - - N.S. 3 | 150 0 0 | 1842 | 33 15 0¼ | 2,497 5 8 |
| " - - - - " | 19 6 8 | 1850 | *a*16 12 10 | |
| " - - - - " | 80 0 0 | 1850 | | |
| " - - - - " | 135 0 0 | 1852 | | |
| " - - - - " | 55 0 0 | 1853 | | |
| " - - - - " | 230 0 0 | 1856 | | |
| " - - - - " | 14 0 0 | 1857 | | |
| Lowdham - - - - N.S. 4 | 100 0 0 | 1844 | 5 3 0 | 352 2 6 |
| " - - - - " | 179 5 0 | 1853 | | |
| " - - - - " | 14 10 0 | 1855 | | |
| Mansfield - - - Wes. 12 | - - - | - - - | 11 0 9¾ | 283 8 0 |
| Mansfield, St. John's - - N.S. | 828 0 0 | 1861 | | |
| Mansfield Woodhouse - - N.S. 4 | 200 0 0 | 1846 | 6 13 4¾ | 167 16 0 |
| Mansfield Woodhouse - - Wes. 1 | - - - | - - - | 3 10 5 | 245 19 0 |
| Markham Clinton - - N.S. 3 | - - - | - - - | - - - | 3 15 0 |
| Mattersey - - - N.S. 4 | 274 12 0 | 1860 | 2 10 0 | 0 11 0 |
| Muskham North, Mary Wool-house's Charity - - 3 | - - - | - - - | - - - | 9 12 6 |
| Newark-upon-Trent - - N.S. 4 | *125 0 0 | 1838 | 2 15 6½ | 150 4 0 |
| " " - - " | 140 15 0 | 1860 | | |
| Newark-upon-Trent, Girls' Sch. 4 | - - - | - - - | - - - | 13 10 0 |
| Newark-upon-Trent, Ch. Ch., Haughton Road - - N.S. 3 | 65 0 0 | 1849 | 31 4 2 | 1,200 17 10 |
| " " " - " | 360 0 0 | 1850 | | |
| " " " - " | 30 0 0 | 1856 | | |
| " " " - " | 22 10 0 | 1857 | | |
| " " " - " | 618 0 0 | 1858 | | |
| " " " - " | 309 0 0 | 1858 | | |
| Newark-upon-Trent - - Wes. 10 | 273 0 0 | 1857 | 23 11 9¾ | 1,398 1 2 |
| " " - - " | - - - | - - - | *a*6 13 4 | |
| Newark-upon-Trent (King St.), Infant - - - N.S. 3 | - - - | - - - | - - - | 104 8 0 |
| Newthorpe, Infants - - N.S | 50 0 0 | 1841 | | |
| Nottingham (Bath Street), Boys B.S. 11 | - - - | - - - | 3 0 5 | 103 7 0 |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| NOTTINGHAMSHIRE—*cont.* | | | | |
| Nottingham, Canal Street - B.S. | *550 0 0 | 1835 | | |
| Nottingham (Derby Road) - B.S. 12 | 174 0 0 | 1858 | 6 11 7½ | 321 1 8 |
| Nottingham (High Pavement) - B.S. 12 | - - - | - - - | 7 4 1½ | 670 5 0 |
| Nottingham, Holy Trinity - N.S. 3 | 603 0 0 | 1847 | 51 9 8½ | 2,480 12 5 |
| " " - " | 150 0 0 | 1855 | a11 16 8 | |
| " " - " | 100 0 0 | 1855 | | |
| Nottingham, Trinity - Mixed S. 3 | - - - | - - - | - - - | 69 3 4 |
| Nottingham (Rutland Street), St. James', Infants - N.S. 3 | - - - | - - - | - - - | 324 14 4 |
| Nottingham, St. Barnabas' - R.C. 9 | - - - | - - - | 12 15 1½ | 689 10 8 |
| Nottingham, St. John's - N.S. 3 | 517 0 0 | 1847 | 9 10 6½ | 1,187 0 4 |
| Nottingham, St. John's - R.C. 9 | - - - | - - - | - - - | 98 10 0 |
| Nottingham, St. Mary's (Barker Gate) - - - N.S. 3 | *300 0 0 | 1834 | - - - | 919 7 4 |
| " " " - | 92 17 0 | 1848 | | |
| " " " - | 135 10 0 | 1856 | | |
| Nottingham, St. Mary's (Plumptre Street) - - N.S. | 444 0 0 | 1856 | | |
| Nottingham, St. Mary's - R.C. 9 | - - - | - - - | 22 2 8 | 1,866 0 0 |
| Nottingham, St. Matthew's - N.S. 3 | 649 0 0 | 1858 | 11 3 4 | 254 3 4 |
| Nottingham, St. Nicholas' - N.S. 4 | 800 0 0 | 1860 | 13 6 7½ | 126 15 8 |
| Nottingham, St. Paul's - N.S. 3 | - - - | - - - | - - - | 20 15 0 |
| Nottingham, St. Peter's - N.S. 4 | - - - | - - - | 7 1 2½ | 191 10 0 |
| Nottingham, School of Industry - 3 | - - - | - - - | - - - | 213 10 0 |
| Ollerton - - - - N.S. 4 | 150 0 0 | 1842 | 22 2 9½ | 2,131 2 10 |
| " - - - - " | 86 17 8 | 1856 | | |
| Radford, Old - - - N.S. 3 | 150 0 0 | 1841 | 3 15 6½ | 185 16 0 |
| Radford, New - - - N.S. 3 | 454 0 0 | 1852 | 8 11 1 | 454 11 0 |
| Retford, St. Saviour's - - N.S. 4 | - - - | - - - | 3 0 8½ | 2 10 0 |
| Retford, East - - - N.S. 5 | 743 0 0 | 1858 | 17 5 9½ | 569 15 0 |
| Retford, West - - - N.S. | 181 5 0 | 1861 | 3 2 6½ | |
| Selston - - - - N.S. | 301 0 0 | 1861 | 4 16 3½ | |
| Snenton - - - - N.S. 3 | *150 0 0 | 1837 | 3 4 2 | 588 15 6 |
| Southwell - - - - N.S. 3 | - - - | - - - | 2 15 1½ | 815 1 8 |
| Southwell, Holy Trinity - N.S. | 165 0 0 | 1848 | | |
| Stapleford - - - - N.S. 4 | - - - | - - - | 2 16 6½ | 293 7 0 |
| Sturton - - - - N.S. 3 | 51 8 0 | 1858 | 4 4 2½ | 183 1 8 |
| Sutton-in-Ashfield - - N.S. | 300 0 0 | 1847 | 17 18 6½ | |
| " " - - " | 16 13 4 | 1849 | | |
| " " - - " | 20 5 0 | 1858 | | |
| Sutton-in-Ashfield (Eastfield Side) - - - B.S. 4 | *125 0 0 | 1836 | - - - | 641 19 10 |
| Sutton Bonnington, Boys - N.S. 4 | 160 0 0 | 1845 | 4 9 7½ | 170 10 0 |
| Sutton Bonnington, Girls - N.S. 4 | 40 0 0 | 1845 | - - - | 94 0 0 |
| " " - - " | 193 0 0 | 1858 | | |
| " " - - " | 43 16 2 | 1858 | | |
| Sutton-on-Trent - - - N.S. | *50 0 0 | 1838 | | |
| Trowell - - - Ch. of E. 4 | - - - | - - - | 1 17 6½ | 29 7 0 |
| Walkeringham - - Ch. of E. 3 | - - - | - - - | - - - | 2 0 0 |
| Weston, Endowed - - Ch. of E. | - - - | - - - | 1 10 1½ | |
| Wheatley, North - - Ch. S. 4 | - - - | - - - | 2 1 7½ | 46 0 8 |
| Worksop Abbey - - - N.S. | 100 0 0 | 1841 | 33 17 5½ | 495 11 2 |
| " - - - " | - - - | - - - | 27 16 5½ | |
| Worksop, Castle Hill - - N.S. 3 | 432 0 0 | 1860 | 3 16 11½ | 251 17 6 |
| Worksop Rectory - - N.S. 3 | - - - | - - - | - - - | 36 13 4 |
| Worksop, St. Mary's - - R.C. 9 | - - - | - - - | 1 11 8 | 79 11 4 |
| OXFORDSHIRE. | | | | |
| Adderbury - - - - N.S. | 179 4 0 | 1855 | | |
| " - - - " | 100 0 0 | 1857 | | |
| Ascott - - - - N.S. | - - - | - - - | 1 8 7½ | 17 11 0 |
| Assendon - - - R.C. 3 | - - - | - - - | 2 4 3½ | 142 18 4 |
| Aston Rowant - - - N.S. 5 | 70 0 0 | 1844 | - - - | 13 17 0 |
| Aston-in-Bampton - - N.S. | 286 4 0 | 1857 | | |
| Baldon - - - - N.S. | - - - | - - - | 1 16 0½ | |
| Balscott - - - - N.S. | - - - | - - - | 1 12 0½ | |
| Banbury - - - - N.S. 5 | - - - | - - - | 18 6 8½ | 1,481 16 4 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Oxfordshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Banbury - - - - B.S. 10 | 80 0 0 | 1853 | 9 9 10½ | 1,796 17 0 |
| " - - - - " | 76 0 0 | 1858 | | |
| Banbury, Central, Infants - B.S. 5 | - - - | - - - | 6 14 3½ | 705 19 8 |
| Banbury, St. John's - - R.C. 3 | - - - | - - - | 5 3 4 | 463 18 4 |
| Beckley - - - - N.S. 5 | - - - | - - - | 5 18 5½ | 553 13 1 |
| " - - - - " | - - - | - - - | *a*11 15 0 | |
| Benson - - - - B.S. 4 | - - - | - - - | 4 3 4½ | 449 9 0 |
| Benson - - - - N.S. 6 | 127 10 0 | 1852 | 2 6 8½ | 667 13 8 |
| Bicester, Boys and Girls - N.S. 5 | 818 0 0 | 1859 | 15 0 0½ | 212 7 10 |
| Bicester, Infants - - - N.S. | *45 0 0 | 1836 | | |
| Bladon, Mixed - - - N.S. 6 | - - - | - - - | - - - | 71 1 8 |
| Bradwell - - - Ch. of E. | - - - | - - - | 1 0 0½ | 27 10 0 |
| Broughton-Pogis-cum-Filkins Ch. of E. 5 | 86 3 0 | 1857 | 1 5 0½ | 218 7 0 |
| Burford-cum-Fulbrooke - N.S. 4 | - - - | - - - | 1 10 1 | 155 14 0 |
| Cadmore-End - - - N.S. 5 | 129 0 0 | 1854 | - - - | 43 13 4 |
| Casington - - Ch. of E. 6 | - - - | - - - | - - - | 7 4 0 |
| Chadlington National School - 3 | - - - | - - - | 1 11 7½ | 86 11 4 |
| Chadlington, Infants - - N.S. 6 | - - - | - - - | - - - | 188 9 0 |
| Charlbury - - - B.S. 10 | 60 9 0 | 1860 | 4 17 6½ | 12 18 0 |
| Cherwell, Infants - - B.S. 10 | - - - | - - - | 7 19 7 | 497 13 4 |
| Chinnor - - - B.S. | 54 0 0 | 1843 | | |
| Chinnor - - - N.S. 6 | 346 0 0 | 1860 | 1 5 0½ | 68 8 0 |
| Churchill and Sarsden - N.S. 6 | - - - | - - - | 3 14 9½ | 630 19 10 |
| Cowley - - - N.S. 5 | - - - | - - - | - - - | 304 17 4 |
| Cropredy - - - N.S. 5 | 270 0 0 | 1855 | 5 9 9½ | 167 9 4 |
| Cuddesdon - - - N.S. 5 | 68 0 0 | 1848 | 3 13 8½ | 391 0 4 |
| Culham - - - N.S. | 67 10 0 | 1850 | 1 13 4 | |
| Culham, Oxford Diocesan Practising School - - - 6 | 146 5 0 | 1853 | - - - | 57 6 8 |
| Deddington - - - N.S. 6 | 400 0 0 | 1854 | 5 3 9½ | 430 17 4 |
| Dorchester - - - N.S. 6 | - - - | - - - | - - - | 100 18 0 |
| Dorchester, Girls and Infants - N.S. 6 | - - - | - - - | - - - | 166 19 5 |
| Dorchester, Trinity - - N.S. | *20 0 0 | 1837 | 6 10 2½ | |
| Drayton - - - N.S. 6 | - - - | - - - | - - - | 151 0 0 |
| Ducklington, St. Bartholomew's N.S. 5 | 243 0 0 | 1859 | 2 1 8 | 34 8 4 |
| Ensham - - - N.S. | 228 3 6 | 1847 | | |
| Enstone - - - N.S. | *56 0 0 | 1837 | | |
| Ewelme - - - N.S. 6 | - - - | - - - | 3 4 5½ | 202 16 4 |
| Finstock and Fowler - N.S. 5 | 285 4 0 | 1861 | - - - | 23 6 8 |
| Goring - - - N.S. 6 | - - - | - - - | 1 19 11½ | 128 10 0 |
| Hailey - - - N.S. | 60 0 0 | 1848 | 1 9 0½ | |
| Harpsden - - - Par. 6 | - - - | - - - | - - - | 19 16 8 |
| Headington - - - N.S. | 170 0 0 | 1848 | 2 0 7 | |
| " - - - " | 40 0 0 | 1849 | | |
| " - - - " | 27 0 0 | 1861 | | |
| Henley-on-Thames - N.S. 5 | 599 0 0 | 1850 | 13 4 4¾ | 1,129 13 0 |
| " - - - " | 48 0 0 | 1860 | | |
| Ibstone - - - Ch. of E. 5 | - - - | - - - | 3 13 10½ | 225 7 0 |
| Ifley - - - Ch. of E. 6 | - - - | - - - | - - - | 447 7 11 |
| Kiddington - - - N.S. 6 | - - - | - - - | 1 16 8 | 88 9 0 |
| Kidlington - - - N.S. | - - - | - - - | 3 19 10 | |
| Kidmore End, St. John-the-Baptist's - - Ch. of E. 5 | - - - | - - - | - - - | 39 16 8 |
| Kingham - - - N.S. 6 | - - - | - - - | - - - | 159 18 8 |
| Kirtlington - - - N.S. 6 | - - - | - - - | - - - | 181 1 0 |
| Launton - - - N.S. 6 | 100 0 0 | 1846 | 1 9 0½ | 161 1 4 |
| " - - - " | 12 17 2 | 1851 | | |
| Leafield - - - N.S. 5 | *65 0 0 | 1840 | - - - | 107 11 8 |
| Leigh, North - - - N.S. | *48 0 0 | 1838 | | |
| Lewknor - - - N.S. 5 | *83 0 0 | 1837 | 1 19 6½ | 331 8 4 |
| " - - - " | 3 15 0 | 1851 | | |
| " - - - " | 27 13 3 | 1860 | | |
| Littlemore - - Ch. of E. 5 | - - - | - - - | - - - | 10 16 8 |
| Maple-Durham - - Par. 6 | - - - | - - - | - - - | 81 16 0 |
| Milton, Great - - N.S. 5 | - - - | - - - | 1 17 8½ | 192 18 4 |
| Milton, Little - - 6 | - - - | - - - | - - - | 9 14 0 |
| Moreton - - Ch. of E. | 174 0 0 | 1860 | | |
| Newington, North - - N.S. 5 | - - - | - - - | 1 19 11½ | 228 16 4 |
| Newington, South - - N.S. | *67 0 0 | 1838 | 3 12 3½ | |
| " " - - - " | 40 0 0 | 1853 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Oxfordshire—*cont.*** | | | | |
| Norton, Chipping - - - B.S. 4 | 300 0 0 | 1854 | 7 0 10 | 504 17 6 |
| Norton, Chipping - - - N.S. 5 | *100 0 0 | 1838 | 10 9 3 | 297 13 10 |
| " " - - - " | 42 13 4 | 1855 | | |
| " " - - - " | 452 17 0 | 1860 | | |
| Norton, Hook - - - B.S. | - - - | - - - | 7 0 0 | |
| Norton, Hook - - - N.S. 4 | - - - | - - - | - - - | 7 0 0 |
| Nuneham - - - N.S. 6 | - - - | - - - | 11 8 3 | 882 17 8 |
| Nutfield - - - Ch. of E. 6 | - - - | - - - | - - - | 41 8 4 |
| Oxford - - - Wes. 4 | 76 0 0 | 1861 | 7 5 10 | 181 5 0 |
| Oxford, Blue Coat School - - 6 | - - - | - - - | 5 14 7½ | 120 0 0 |
| Oxford, City - - - P.U. 8 | - - - | - - - | - - - | 78 16 8 |
| Oxford, Diocesan Board - - - | - - - | - - - | 39 5 9 | |
| Oxford, St. Aldate's - - N.S. 6 | *72 0 0 | 1837 | - - - | 157 18 4 |
| Oxford, St. Clement's - - N.S. 5 | - - - | - - - | 2 11 0½ | 269 6 8 |
| Oxford, St. Giles' - - N.S. 6 | *110 0 0 | 1838 | 5 4 7 | 133 18 10 |
| Oxford, St. Mary's - - N.S. 5 | - - - | - - - | - - - | 355 17 4 |
| Oxford, St. Paul's - - N.S. 5 | 180 0 0 | 1848 | 17 15 11½ | 1,487 11 10 |
| " " - - - " | 33 0 8 | 1858 | | |
| Oxford, St. Peter's-in-the-East - - - Ch. of E. 6 | - - - | - - - | - - - | 58 0 8 |
| Piddington - - - N.S. 6 | 203 0 0 | 1859 | - - - | 7 10 0 |
| Ramsden - - - N.S. 5 | 68 0 0 | 1848 | 1 0 0 | 2 8 0 |
| Rollright, Great - - - N.S. 6 | 55 15 0 | 1853 | - - - | 75 3 0 |
| " " - - - " | 100 0 0 | 1861 | | |
| Rotherfield (Grey's), Trinity, Infants - - - - N.S. 5 | 60 0 0 | 1851 | - - - | 12 10 0 |
| Sandford - - - - N.S. 5 | 45 0 0 | 1843 | - - - | 3 6 8 |
| Shiplake - - - - N.S. 6 | - - - | - - - | 3 16 8½ | 89 15 0 |
| Shipton-under-Wychwood - N.S. 6 | 255 0 0 | 1854 | 2 0 0 | 140 5 0 |
| Southstoke - - - N.S. | 30 0 0 | 1842 | | |
| Summertown - - - N.S. 5 | 86 0 0 | 1843 | 2 5 0½ | 5 0 0 |
| Swyncombe, Industrial - Ch. of E. 6 | - - - | - - - | - - - | 206 10 10 |
| Sydenham (Wenman's) - - N.S. | 50 0 0 | 1851 | | |
| Tackley - - - - N.S. 10 | 54 0 0 | 1841 | - - - | 65 16 8 |
| " - - - - " | 24 0 0 | 1860 | | |
| Tetsworth - - - N.S. 5 | 100 0 0 | 1849 | 1 1 9½ | 88 19 8 |
| Tew, Great, Endowed School - 6 | - - - | - - - | - - - | 366 9 8 |
| Tew, Little - - - N.S. | *30 0 0 | 1836 | | |
| " - - - " | 10 0 0 | 1846 | | |
| Thame - - - B.S. | *150 0 0 | 1837 | | |
| Thame - - - N.S. | *120 0 0 | 1838 | | |
| " - - - " | 60 0 0 | 1843 | | |
| Warborough - - - N.S. | 45 0 0 | 1846 | | |
| Watlington - - - N.S. 5 | 50 0 0 | 1844 | 2 17 3 | 165 3 4 |
| Westwell - - - N.S. | 40 0 0 | 1855 | | |
| Wheatley - - - N.S. 6 | 357 0 0 | 1858 | 1 18 8½ | 76 0 0 |
| Wigginton - - - N.S. | 164 0 0 | 1860 | 2 1 8 | |
| Witney - - - N.S. 5 | *47 0 0 | 1837 | 9 8 3½ | 605 11 4 |
| " - - - " | 630 0 0 | 1857 | | |
| " - - - " | 69 0 0 | 1858 | | |
| Witney - - - Wes. 10 | - - - | - - - | 9 11 6 | 527 3 6 |
| " - - - " | - - - | - - - | a10 17 4 | |
| Woodcote - - - N.S. | *35 0 0 | 1837 | | |
| Woodstock - - - N.S. 6 | 691 0 0 | 1855 | 8 6 8½ | 600 15 8 |
| Woolvercote - - - Par. | - - - | - - - | - - - | 9 14 0 |
| Wroxton - - - N.S. | - - - | - - - | 2 0 0½ | |
| **Rutlandshire.** | | | | |
| Ashwell - - - Ch. of E | - - - | - - - | - - - | 36 11 8 |
| Bisbrooke - - - Ch. of E. 11 | - - - | - - - | - - - | 24 0 0 |
| Braunston - - - N.S. | 40 0 0 | 1847 | | |
| Clipsham - - - N.S. | 77 0 0 | 1849 | | |
| " - - - " | 34 2 0 | 1861 | | |
| Cottesmore - - - N.S. 11 | - - - | - - - | - - - | 110 14 4 |
| Empingham, Foster Charity - N.S. | - - - | - - - | 1 4 3½ | 88 1 0 |
| Exton - - - N.S. 12 | - - - | - - - | 1 10 2½ | 295 7 4 |
| Greetham - - - Ch. of E. 11 | - - - | - - - | - - - | 14 11 8 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| RUTLANDSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Hambleton - - - N.S. 11 | *30 0 0 | 1838 | - - - | 55 10 0 |
| " - - - " | 25 0 0 | 1843 | | |
| Ketton - - - N.S. | 263 0 0 | 1858 | 1 10 0 | |
| Langham - - - Ch. of E. 11 | - - - | - - - | - - - | 48 15 0 |
| Luffenham, South - - N.S. 11 | 76 0 0 | 1847 | 1 0 6¾ | 2 14 0 |
| Manton - - - N.S. | 95 4 0 | 1861 | | |
| Oakham, Model School - - 12 | 589 15 0 | 1852 | 14 5 1 | 970 3 4 |
| Ryhall - - - N.S. | *50 0 0 | 1839 | | |
| Seaton - - - N.S. | 222 10 0 | 1859 | 1 13 0 | |
| Uppingham - - - N.S. 11 | - - - | - - - | 7 13 2 | 405 9 2 |
| Wing - - - N.S. | 84 0 0 | 1855 | | |
| SHROPSHIRE. | | | | |
| Acton Burnell - - N.S. 6 | 32 0 0 | 1848 | 1 8 3½ | 1 8 0 |
| Adderley - - - S. 6 | - - - | - - - | - - - | 4 3 4 |
| Alberbury - - Ch. of E. 7 | - - - | - - - | 2 6 8 | 31 19 0 |
| Ash - - - N.S. | 88 0 0 | 1849 | 1 5 8 | |
| Aston-in-Woore - - N.S. | 45 0 0 | 1843 | | |
| Aston (Church) - - N.S. 6 | 60 0 0 | 1841 | - - - | 6 2 0 |
| Beckbury - - N.S. 5 | 96 7 6 | 1854 | - - - | 7 8 0 |
| Berrington - - N.S. | 32 0 0 | 1844 | 1 4 6 | |
| Bishop's Castle - - N.S. 6 | 50 0 0 | 1843 | 8 16 11½ | 598 18 0 |
| " " - - " | 6 13 4 | 1848 | | |
| " " - - " | 20 0 0 | 1856 | | |
| Bomere Heath - - N.S. | 123 0 0 | 1860 | | |
| Bridgnorth, Blue Coat - - N.S. 6 | - - - | - - - | 3 10 1½ | 200 5 10 |
| Bridgnorth, St. Leonard's, Upper Town - - - N.S. 5 | 14 17 6 | 1851 | 10 4 8½ | 1,206 10 0 |
| " " - - " | 493 13 4 | 1855 | | |
| Bridgnorth, St. Mary's, Low Town - - - N.S. 5 | 156 19 0 | 1848 | 7 10 3 | 589 14 0 |
| " " " - " | 9 19 8 | 1852 | | |
| " " " - " | 168 0 0 | 1857 | | |
| Bridgnorth, Schoolmasters' Association - - - | - - - | - - - | 0 16 8½ | |
| Brockton - - - N.S. 5 | 105 0 0 | 1846 | 1 19 5½ | 3 0 0 |
| Broseley - - - N.S. 5 | 16 4 9 | 1850 | 10 6 10½ | 1,193 8 6 |
| " - - - " | 790 1 6 | 1855 | | |
| Cainham - - - N.S. | *47 0 0 | 1835 | | |
| Chelmarsh - - N.S. | 80 0 0 | 1851 | 2 0 0 | |
| Chetwynd - - N.S. 5 | - - - | - - - | 3 5 11½ | 21 11 0 |
| Clun - - - N.S. 6 | - - - | - - - | - - - | 100 9 0 |
| Clunbury - - Ch.S. 6 | - - - | - - - | 1 8 10 | 51 9 8 |
| Clungunford - - N.S. | 287 0 0 | 1858 | | |
| Coalbrookdale Company's, Boys N.S. 5 | - - - | - - - | 3 3 3½ | 348 8 0 |
| Coalbrookdale, Girls & Infts, Ch. of E. 5 | - - - | - - - | 11 0 6¾ | 370 1 8 |
| Cockshutt - - - N.S. | 274 0 0 | 1857 | 2 10 0½ | |
| Cressage - - - N.S. | 170 14 0 | 1858 | | |
| Dawley - - - N.S. | 120 0 0 | 1842 | 3 13 0 | |
| " - - - " | 30 0 0 | 1847 | | |
| Dawley Bank, Infants - Ch. of E. 5 | - - - | - - - | 3 0 0½ | 157 11 4 |
| Dawley, Poole Hill (Coalbrookdale Company's) - Ch. of E. 6 | - - - | - - - | 23 14 2½ | 915 18 8 |
| Diddlebury - - N.S. 5 | - - - | - - - | 1 15 0 | 127 4 0 |
| Donnington Wood - - N.S. 6 | - - - | - - - | 13 14 8½ | 1,204 9 3 |
| Drayton, Little - - N.S. 6 | 50 0 0 | 1851 | 2 3 9½ | 286 12 0 |
| " " - - " | 30 0 0 | 1857 | | |
| " " - - " | 65 10 0 | 1861 | | |
| Drayton, Market - - N.S. 7 | *170 0 0 | 1838 | 5 16 2½ | 687 15 0 |
| " " - - " | 79 11 8 | 1856 | | |
| " " - - " | 133 19 2 | 1858 | | |
| Duddlestone Heath - - N.S. 6 | - - - | - - - | - - - | 88 9 0 |
| Duddlestone, Subscription School 6 | - - - | - - - | 1 16 3½ | 8 1 0 |
| Eardington - - - N.S. 5 | 25 0 0 | 1847 | 2 18 7½ | 30 11 0 |
| " - - - " | 160 0 0 | 1855 | | |
| Eaton Constantine - - N.S. 5 | 42 0 0 | 1850 | 3 7 4½ | 143 19 4 |
| Ellesmere - - - N.S. 6 | - - - | - - - | 1 12 10½ | 199 10 0 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| SHROPSHIRE—*cont.* | | | | |
| Ercall (High) - - - N.S. | 135 2 6 | 1861 | | |
| Hampton (Welsh) - - N.S. 5 | 53 10 0 | 1851 | 1 16 6 | 4 12 0 |
| " " - - " | 120 0 0 | 1856 | | |
| " " - - " | 34 0 0 | 1859 | | |
| Harley - - - Ch. of E. | 170 14 0 | 1859 | | |
| Hinstock - - - N.S. 5 | *60 0 0 | 1839 | 1 8 8½ | 124 6 0 |
| " - - - - " | 30 0 0 | 1855 | | |
| " - - - - " | 146 0 0 | 1858 | | |
| Hodnet - - - N.S. 6 | *80 0 0 | 1838 | 2 4 9 | 9 11 0 |
| Hope (in Worthen) - - N.S. 7 | 70 0 0 | 1845 | - - - | 24 16 0 |
| Hope Bowdler - - N.S. 5 | 122 8 0 | 1856 | 1 5 0 | 18 13 4 |
| Hopesay - - - Par. 6 | - - - | - - - | 1 16 8 | 44 6 8 |
| Hordley - - - N.S. 6 | 35 0 0 | 1845 | 1 0 10½ | 78 0 0 |
| " - - - - " | 20 0 0 | 1846 | | |
| Ironbridge, Par. - - Ch. of E. 5 | 759 0 0 | 1860 | - - - | 228 15 0 |
| Ironbridge, Severnside School - - 5 | - - - | - - - | 10 7 5½ | 73 5 4 |
| Jackfield - - - N.S. 5 | 160 0 0 | 1845 | 3 2 8½ | 483 19 6 |
| Kemberton - - - N.S. | 100 0 0 | 1857 | 2 14 2½ | |
| Ketley - - - N.S. 5 | - - - | - - - | 3 18 10 | 495 13 4 |
| Kinlet - - - N.S. 6 | 58 0 0 | 1844 | 1 13 4½ | 8 10 0 |
| " - - - - " | 29 14 8 | 1855 | | |
| Kinnerley - - - N.S. 7 | 345 0 0 | 1857 | 4 2 0 | 106 10 0 |
| Leaton - - - Par. 7 | - - - | - - - | - - - | 5 0 0 |
| Lilleshall - - - N.S. 6 | - - - | - - - | 15 14 10½ | 930 17 4 |
| Llanvair Waterdine - - N.S. | 127 0 0 | 1855 | | |
| Loppington - - N.S. 5 | 75 10 0 | 1853 | 1 6 9 | 22 15 2 |
| Ludlow - - - N.S. 7 | 900 0 0 | 1856 | - - - | 533 6 4 |
| Madeley - - - N.S. 6 | 230 0 0 | 1846 | 14 11 9 | 1,608 0 2 |
| " - - - - " | 25 13 4 | 1850 | *a*6 13 4 | |
| Madeley Wood - - Wes. 5 | 357 0 0 | 1859 | 12 10 11 | 721 17 10 |
| Maesbury - - - N.S. | 42 0 0 | 1841 | 1 1 6½ | |
| Malin's Lee - - N.S. 5 | - - - | - - - | 7 0 10 | 322 2 4 |
| Martin's, St. (The Lodge) - N.S. 6 | 127 5 0 | 1853 | 5 5 4½ | 318 9 6 |
| Meole Brace - - N.S. 6 | 238 0 0 | 1861 | 2 14 0 | 42 12 6 |
| Middle - - - Ch. of E. 7 | - - - | - - - | 2 8 0 | 408 16 7 |
| Middleton - - - R.C. 3 | - - - | - - - | - - - | 77 14 0 |
| Middleton-in-Chirbury - - N.S. 8 | 60 0 0 | 1849 | 15 10 0 | 331 15 8 |
| " " - - " | 15 0 0 | 1855 | | |
| " " - - " | 93 0 0 | 1858 | | |
| Minsterley - - - N.S. 6 | - - - | - - - | 2 18 4½ | 50 0 0 |
| Morville - - - N.S. 5 | 179 0 0 | 1857 | 4 3 4½ | 11 0 0 |
| Nash - - - N.S. | 75 0 0 | 1847 | | |
| Neen and Milson - - N.S. 6 | 63 0 0 | 1848 | - - - | 6 13 4 |
| Newtown - - - N.S. | 93 0 0 | 1858 | 1 2 5½ | |
| Norton (Stockton) - - N.S. 6 | - - - | - - - | - - - | 10 8 4 |
| Onibury - - - N.S. | *30 0 0 | 1837 | | |
| Oswestry - - - N.S. 8 | 338 0 0 | 1842 | 14 10 9½ | 1,389 17 0 |
| " - - - - " | 22 0 0 | 1854 | | |
| Oswestry - - - B.S. 5 | *150 0 0 | 1841 | 1 19 11½ | 67 2 4 |
| Pain's Lane, St. Georges- Ch. of E. | 921 0 0 | 1861 | 11 13 4 | 90 9 10 |
| Pontesbury - - Ch. of E. 6 | 288 0 0 | 1856 | 3 1 6½ | 458 1 4 |
| Porthywaen - - - N.S. | *60 0 0 | 1839 | | |
| Precs - - - N.S. 6 | 160 0 0 | 1848 | 3 10 6½ | 273 12 0 |
| Preston-on-the-Wildmoors - N.S. | 25 0 0 | 1846 | | |
| " " - - " | 11 13 0 | 1847 | | |
| Rhydycroesau - - N.S. | 85 0 0 | 1851 | | |
| Rodington - - - N.S. 6 | 102 0 0 | 1849 | 3 13 11½ | 179 5 4 |
| " - - - - " | 30 0 0 | 1854 | | |
| Ryton - - - N.S. 5 | 64 10 0 | 1850 | 1 0 0½ | 72 14 0 |
| Salop (South-east District) - P.U. 11 | - - - | - - - | - - - | 5 0 0 |
| Sambrook - - - N.S. | 211 0 0 | 1857 | | |
| Sheinton - - - N.S. | 60 0 0 | 1846 | | |
| " - - - - " | 10 0 0 | 1847 | | |
| Shelve - - - N.S. | 45 0 0 | 1843 | | |
| Shiffnal - - - N.S. 5 | - - - | - - - | - - - | 362 5 0 |
| Shrewsbury - - - N.S. 7 | - - - | - - - | 2 10 0 | 61 2 0 |
| Shrewsbury - - - B.S. 5 | 154 18 0 | 1860 | 12 15 11½ | 917 9 4 |
| Shrewsbury and Shropshire Schoolmasters' Association - - | - - - | - - - | 2 10 10½ | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Shropshire—*cont.*** | | | | |
| Shrewsbury, Coleham - - - N.S. 7 | *120 0 0 | 1840 | 2 19 10 | 448 4 4 |
| " " " - - " | 90 0 0 | 1844 | | |
| " " " - - " | 75 12 8 | 1849 | | |
| Shrewsbury Holy Cross - N.S. | - - - | - - - | 2 10 0 | |
| Shrewsbury, St. Alkmond's Ch. of E. 7 | 180 0 0 | †1856 | 5 6 8 | 201 9 4 |
| Shrewsbury, St. Chad's - - N.S. 7 | *290 0 0 | 1838 | 5 12 5 | 256 12 2 |
| " " " - - " | 1,063 0 0 | 1860 | | |
| Shrewsbury, St. Mary's and St. Michael's - - - N.S. 7 | 38 6 0 | 1857 | 11 13 7½ | 1,113 0 4 |
| " " " - - " | 36 0 0 | 1861 | | |
| Stoke, St. Milborough's - N.S. | 116 0 0 | 1857 | - - - | 1 15 0 |
| Stokesay - - - Par. 7 | 289 4 0 | 1857 | 4 10 1 | 109 19 0 |
| Stottesden - - - N.S. | *125 0 0 | 1838 | | |
| Tilstock - - - N.S. | *60 0 0 | 1838 | 0 13 9 | |
| Upton Magna - - - N.S. 7 | 277 0 0 | 1859 | - - - | 108 3 2 |
| Wellington - - - N.S. 7 | 31 15 0 | 1848 | 16 14 3½ | 882 8 8 |
| " - - - " | 725 6 8 | 1855 | | |
| Wellington - - - Wes. 5 | 403 0 0 | 1858 | - - - | 169 15 0 |
| Wellington, St. Patrick's - R.C. 6 | - - - | - - - | 5 3 4½ | 199 0 0 |
| Wem - - - N.S. 6 | 150 0 0 | 1840 | 7 2 9¾ | 450 5 3 |
| Wem - - - B.S. | *200 0 0 | 1840 | | |
| Wenlock, Much - - - N.S. 5 | 207 0 0 | 1849 | 9 2 9½ | 641 6 8 |
| " - - - " | 10 14 6 | 1860 | | |
| Westbury - - - N.S. 5 | 173 0 0 | 1850 | 4 13 4 | 478 7 8 |
| " - - - " | 31 13 4 | 1855 | | |
| Whitchurch, Boys - - N.S. 5 | 32 0 0 | 1854 | 12 1 4½ | 817 19 4 |
| " - - - " | 17 0 0 | 1855 | | |
| Whitchurch Endowed, Girls - N.S. 5 | - - - | - - - | 2 13 4 | 247 1 8 |
| Whittington - - - N.S. 6 | 214 10 0 | 1854 | 6 7 9½ | 259 16 0 |
| Whixall - - - N.S. | 100 0 0 | 1850 | | |
| " - - - " | 50 0 0 | 1850 | | |
| Wistanstow - - N.S. 7 | 427 0 0 | 1859 | 1 16 2 | 35 12 0 |
| Wombridge, Oakengates - N.S. 5 | 204 0 0 | 1846 | 17 2 11½ | 395 13 0 |
| " - - - " | 162 0 0 | 1859 | | |
| Woore, St. Leonard's - - N.S. | 42 0 0 | 1842 | 13 10 7 | |
| " " - - " | 5 0 0 | 1847 | | |
| " " - - " | 52 0 0 | 1854 | | |
| Worfield, Endowed - - - 5 | - - - | - - - | - - - | 42 10 0 |
| Worthen - - - N.S. 7 | 93 0 0 | 1852 | 3 2 0½ | 317 17 8 |
| Wrockwardine - - - N.S. 7 | 80 0 0 | 1854 | 6 2 6 | 536 3 6 |
| " - - - " | 41 0 0 | 1857 | | |
| Wrockwardine Wood - - N.S. | - - - | - - - | 3 19 7 | |
| **Somersetshire.** | | | | |
| Aller - - - - N.S. 2 | *35 0 0 | 1835 | - - - | 33 16 4 |
| Ash - - - - N.S. | 50 0 0 | 1847 | | |
| Backwell - - - N.S. 6 | - - - | - - - | - - - | 248 12 4 |
| Bagborough, West - - Par. | *40 0 0 | 1848 | | |
| Baltonsburgh - - N.S. 1 | - - - | - - - | - - - | 35 17 4 |
| Banwell - - - N.S. | 50 0 0 | 1840 | | |
| Batcombe - - - N.S. 6 | - - - | - - - | 1 13 8½ | 73 17 0 |
| Bath - - - P.U. | - - - | - - - | - - - | 340 5 0 |
| Bath - - - R.C. 6 | - - - | - - - | 6 14 11 | 962 19 0 |
| Bath Abbey and St. James' - N.S. 12 | 7 12 6 | 1850 | 6 13 5½ | 1,019 12 8 |
| " " " - - B.S. 3 | 12 6 8 | 1853 | | |
| Bath and Bath Forum - - - | 460 0 0 | 1854 | 9 18 1 | 381 9 2 |
| Bath and Wells, Diocesan Board of Education - - - | - - - | - - - | 40 0 0 | |
| Bath, Beacon Hill - - N.S. 11 | - - - | - - - | 3 0 0 | 342 14 4 |
| Bath, Deanery, Church Schoolmasters' Association - - - | - - - | - - - | 5 0 0½ | |
| Bath-Easton - - - N.S. 11 | 984 0 0 | 1859 | 1 10 6½ | 385 7 2 |
| Bath, Harley Street, Girls - - 4 | - - - | - - - | - - - | 78 9 2 |
| Bath, Octagon Chapel - - N.S. 12 | - - - | - - - | 3 7 4 | 213 11 8 |
| Bath, St. Saviour's - - N.S. 11 | 150 0 0 | 1846 | 14 16 8½ | 1,054 15 10 |
| " " - - " | 9 6 0 | 1851 | | |
| " " - - " | 5 0 0 | 1856 | | |
| " " - - " | 9 6 8 | 1859 | | |
| Bath, Sutcliffe Industrial School - | - - - | - - - | - - - | 853 11 8 |

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|---|---|---|---|---|
| SOMERSETSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Bath, Trim Street Chapel - - 3 | - - - | - - - | - - - | 29 8 4 |
| Bath, Walcot Chapel - Wes. 3 | - - - | - - - | 3 5 0 | 13 19 0 |
| Bath, Walcot, St. Swithin's - N.S. 11 | 450 0 0 | 1842 | 22 9 0½ | 2,185 14 8 |
| " " " - " | 13 15 6 | 1849 | | |
| " " " - " | 16 9 4 | 1850 | | |
| " " " - " | 15 15 0 | 1851 | | |
| " " " - " | 16 10 0 | 1854 | | |
| " " " - " | 33 6 8 | 1855 | | |
| " " " - " | 22 17 6 | 1859 | | |
| Bath, East Walcot, Infants - - 11 | - - - | - - - | - - - | 60 16 8 |
| Bath, Walcot, Trinity - - N.S. 11 | *115 0 0 | 1838 | 10 10 6½ | 899 7 8 |
| " " " - - " | 409 0 0 | 1856 | | |
| " " " - - " | 55 0 0 | 1858 | | |
| Bath, Weymouth House, Central N.S. 12 | 25 10 1 | 1850 | 25 19 0 | 1,803 3 0 |
| " " " - " | 38 6 8 | 1851 | | |
| " " " - " | 23 15 2 | 1852 | | |
| " " " - " | 140 0 0 | 1854 | | |
| Bathampton - - - - N.S. 11 | - - - | - - - | 1 6 8½ | 20 1 3 |
| Bathwick - - - Ch. of E. 11 | - - - | - - - | 1 11 2½ | 236 19 9 |
| Bathwick, Victoria, Infants - - 12 | - - - | - - - | 2 0 11½ | 87 1 8 |
| Beckington - - - Par. 6 | - - - | - - - | - - - | 145 10 8 |
| Bedminster and St. Paul's District - - - - N.S. 11 | *252 0 0 | 1838 | 56 4 2½ | 2,997 10 2 |
| " " " - " | 65 0 0 | 1849 | | |
| " " " - " | 28 6 8 | 1852 | | |
| " " " - " | 12 2 8 | 1855 | | |
| Bedminster, Deanery Schoolmasters' Association - - - | - - - | - - - | 3 15 0 | |
| Bedminster - - - B.S. 3 | 288 0 0 | 1847 | 25 13 6 | 1,578 4 6 |
| " - - - " | 335 0 0 | 1855 | | |
| Berrow - - - N.S. | 70 0 0 | 1843 | 0 19 11½ | |
| Biddisham - - - N.S. | 120 0 0 | 1860 | 1 13 4½ | |
| Binegar - - - N.S. | 100 0 0 | 1858 | | |
| Bishport - - - N.S. 12 | 100 0 0 | 1842 | 3 4 4½ | 44 16 8 |
| " - - - " | 5 16 6 | 1850 | | |
| " - - - " | 9 16 8 | 1852 | | |
| " - - - " | 232 13 7 | 1856 | | |
| Blagden (Charterhouse) - Ch. of E. | 193 10 0 | 1861 | | |
| Bleadon - - - N.S. 11 | 146 1 0 | 1854 | 1 1 0½ | 12 6 4 |
| Bradford - - - N.S. 2 | 50 0 0 | 1845 | 6 2 4½ | 108 12 4 |
| " - - - " | 18 6 0 | 1860 | | |
| Brent, East - - - N.S. | 70 0 0 | 1841 | 8 3 6 | |
| Brent, South - - - N.S. 11 | - - - | - - - | 2 10 10½ | 54 11 8 |
| Brewham - - - N.S. 6 | 333 0 0 | 1861 | - - - | 9 10 0 |
| Bridgewater (Dr. Morgan's) - N.S. 2 | 28 2 0 | 1858 | 15 15 11 | 903 7 4 |
| Bridgewater, General - - B.S. | - - - | - - - | 1 3 4½ | 139 10 0 |
| Bridgewater, Girls - - N.S. | 27 10 0 | 1853 | 3 6 8 | 158 0 0 |
| " " - - " | 16 0 0 | 1858 | | |
| Bridgewater, Ragged and Day School - - - - Ch. of E. | 405 0 0 | 1860 | | |
| Bridgewater, St. Mary's, Mount Street, Infants - - - N.S. | 111 0 0 | 1846 | | |
| Bridgewater (Provident Place), Infts. 10 | - - - | - - - | - - - | 388 16 2 |
| Bridgewater - - - Wes. | - - - | - - - | 2 13 4½ | |
| Brislington - - - N.S. 6 | 853 0 0 | 1859 | - - - | 128 0 0 |
| Brislington, Arno's Court Reformatory - - - R.C. | - - - | - - - | 5 1 8½ | 233 3 2 |
| Bristol, Temple Church, Infants, Ch. of E. 12 | - - - | - - - | - - - | 226 18 0 |
| Bristol, Temple Church, Colston's Boys' School - - - - 12 | - - - | - - - | 2 16 8½ | 73 6 0 |
| Brompton-Ralph - - N.S. | - - - | - - - | 0 18 8 | 0 12 0 |
| Brushford - - - N.S. | *22 0 0 | 1840 | | |
| Bruton - - - - N.S. 6 | 171 15 0 | 1853 | 2 1 10½ | 410 14 8 |
| Buckland Dinham - - N.S. 10 | 102 0 0 | 1849 | - - - | 11 13 0 |
| Burnham - - - N.S. 6 | 200 0 0 | 1857 | - - - | 87 9 0 |
| Burrington School - - - 6 | - - - | - - - | - - - | 127 1 8 |
| Burrowbridge - - Ch. of E. | - - - | - - - | 1 0 5 | |
| Butleigh - - - - N.S. 1 | 151 0 0 | 1846 | 2 7 8½ | 543 5 4 |
| " - - - - - " | 40 0 0 | 1854 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| SOMERSETSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Cameley - - - - Par. 6 | 122 1 3 | 1861 | - - - | 60 14 0 |
| Cannington - - - N.S. 2 | *140 0 0 | 1836 | 12 0 11½ | 777 8 10 |
| Castle Cary - - - N.S. 6 | 110 0 0 | 1845 | 4 11 1½ | 201 5 0 |
| " - - - - " | 20 0 0 | 1847 | | |
| " - - - - " | 63 0 0 | 1856 | | |
| " - - - - " | 4 15 0 | 1858 | | |
| " - - - - " | 16 10 0 | 1860 | | |
| Catcott - - - - N.S. | 37 10 0 | 1843 | | |
| Chantry, Industrial School - - 6 | 782 2 0 | 1857 | 14 6 9½ | 318 13 4 |
| Chard - - - - N.S. 2 | 24 0 0 | 1860 | - - - | 93 2 4 |
| Charlton, (Queen) - - N.S. | 178 0 0 | 1858 | | |
| Charlton, West - - - N.S. 2 | - - - | - - - | - - - | 175 13 0 |
| Cheddar - - - - N.S. | - - - | - - - | 2 8 4½ | |
| Cheddon Fitzpaine - - N.S | 80 0 0 | 1847 | 1 3 4½ | |
| Chew-Magna - - - Par. 6 | 30 14 8 | 1858 | 3 9 2 | 202 19 0 |
| Chewstoke - - - N.S. 6 | - - - | - - - | 3 8 2½ | 59 0 0 |
| Chewton Mendip - - N.S. 5 | - - - | - - - | - - - | 174 13 4 |
| Churchill - - - - Par. | 25 16 8 | 1859 | 1 0 7 | 18 5 4 |
| Chilton-upon-Polden, Sunday School - - - - | *30 0 0 | 1840 | | |
| Clandown - - - Ch. of E. 11 | - - - | - - - | 1 18 6½ | 16 7 0 |
| Cleeve (Old) - - - N.S. 1 | 35 0 0 | 1854 | 3 2 3½ | 187 7 4 |
| Clevedon - - - - N.S. 6 | *25 0 0 | 1835 | 8 7 7½ | 476 7 10 |
| " - - - - " | 657 0 0 | 1859 | | |
| Clutton - - - - N.S. | *44 0 0 | 1839 | - - - | 17 5 0 |
| Coker (East) - - - N.S. 10 | - - - | - - - | - - - | 995 19 4 |
| Coker, East, Juvenile and Infants - - - - B.S. | - - - | - - - | 15 5 4 | |
| Coleford - - - - N.S. 3 | *60 0 0 | 1835 | 2 14 11½ | 36 0 4 |
| " - - - - " | 102 0 0 | 1849 | | |
| " - - - - " | 6 13 4 | 1853 | | |
| " - - - - " | 26 1 0 | 1858 | | |
| Combe Down - - - N.S. | 30 0 0 | 1847 | 3 13 4½ | 305 3 5 |
| " - - - - " | 5 10 0 | 1852 | | |
| Combe Florey - - - N.S. | 30 0 0 | 1846 | | |
| Combe, St. Nicholas' - - N.S. 2 | - - - | - - - | - - - | 227 19 8 |
| Combwich - - - N.S. 2 | 120 0 0 | 1857 | 1 13 4½ | 47 11 4 |
| Compton Bishop - - N.S. | 50 0 0 | 1844 | | |
| Compton Dando - - N.S. 11 | 226 0 0 | 1858 | - - - | 54 15 8 |
| Compton Martin - - N.S. | 55 0 0 | 1843 | - - - | 11 5 0 |
| Congresbury - - - N.S. | - - - | - - - | 2 14 0 | |
| Corfe - - - - Par. 2 | - - - | - - - | - - - | 36 8 4 |
| Corston - - - - N.S. | 60 0 0 | 1844 | | |
| " - - - - " | 14 0 0 | 1845 | | |
| Coxley - - - - N.S. | 60 0 0 | 1843 | | |
| Cranmore, East and West - N.S. 6 | 13 9 0 | 1859 | - - - | 135 3 4 |
| Crewkerne - - - N.S. 2 | 250 0 0 | 1848 | 3 19 10½ | 721 17 6 |
| Curry, North - - - N.S. 2 | 238 0 0 | 1848 | 4 15 8 | 609 19 0 |
| " " - - - " | 2 8 4 | 1858 | | |
| Cutcombe, Endowed - - N.S. 2 | - - - | - - - | 8 13 4 | 41 17 0 |
| Dundry - - - - N.S. | 296 0 0 | 1858 | | |
| Downside, Ch. Ch. - - N.S. | 40 0 0 | 1841 | 8 1 2½ | 4 4 0 |
| " " - - - " | 20 0 0 | 1843 | | |
| " " - - - " | 25 0 0 | 1846 | | |
| Dunkerton - - - N.S. | 80 0 0 | 1848 | | |
| Dunster - - - - Wes. | 50 0 0 | 1849 | 10 9 4½ | 530 13 0 |
| " - - - - " | 95 0 0 | 1853 | | |
| " - - - - " | 14 12 0 | 1860 | | |
| Eastover, St. John's - - N.S. | 117 0 0 | 1847 | | |
| " " - - - | 58 10 0 | 1850 | | |
| Elworthy - - - N.S. | *50 0 0 | 1838 | 1 0 10 | |
| Evercreech, Ch. Ch. - - N.S. 6 | 75 0 0 | 1840 | 15 5 10 | 1,183 4 7 |
| " " - - - " | 443 9 0 | 1855 | a14 14 0 | |
| " " - - - " | 157 0 0 | 1857 | | |
| Exmoor - - - - N.S. 2 | - - - | - - - | - - - | 12 7 8 |
| Failand - - - - N.S. | *40 0 0 | 1839 | - - - | 102 16 6 |
| " - - - - " | 20 0 0 | 1843 | | |
| " - - - - " | 3 15 6 | 1848 | | |

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|---|---|---|---|---|
| SOMERSETSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Farmborough, Par. - N.S. 11 | 315 12 0 | 1858 | 2 1 0 | 110 5 0 |
| Flax Bourton - N.S. | - - - | - - - | 0 16 0½ | 3 4 |
| Freshford - Ch. of E. | 100 0 0 | 1848 | 2 18 2 | 188 3 8 |
| " - " | 4 15 0 | 1853 | | |
| Frome, Milk Street - B.S. 3 | 37 10 0 | 1858 | 2 8 0 | 441 1 0 |
| Frome - Wes. 4 | - - - | - - - | 3 2 6 | 70 13 0 |
| Frome, Ch. Ch. - N.S. 6 | 181 0 0 | 1843 | 1 3 0½ | 12 1 8 |
| Frome-Selwood - N.S. 6 | 28 6 6 | 1853 | 5 7 7½ | 365 2 4 |
| " - " | 34 2 10 | 1857 | | |
| Frome, Trinity - N.S. 6 | 125 0 0 | 1841 | 1 7 9 | 235 18 0 |
| " " " | 25 0 0 | 1846 | | |
| " " - " | 16 19 8 | 1858 | | |
| Glastonbury, Boys - N.S. 2 | 29 16 8 | 1860 | 7 5 11½ | 367 12 8 |
| Glastonbury, Girls - N.S. 2 | - - - | - - - | - - - | 188 7 6 |
| Greinton - Par. 2 | - - - | - - - | - - - | 32 11 8 |
| Hambridge - N.S. | 100 0 0 | 1847 | | |
| Harptree, East - Par. 6 | - - - | - - - | - - - | 6 5 0 |
| Hatch-Beauchamp - N.S. | - - - | - - - | 1 9 2 | 11 5 0 |
| Hinton, St. George's - N.S. | 287 0 0 | 1850 | 1 10 3½ | |
| Horsington - N.S. | 378 0 0 | 1857 | 1 11 7 | 7 16 9 |
| Huish-Champflower - N.S. | - - - | - - - | 2 0 0½ | |
| Hull, Bishop's - N.S. 2 | 129 0 0 | 1848 | 2 2 2 | 278 3 4 |
| Ilchester - N.S. | *79 0 0 | 1837 | 5 5 3½ | |
| Ilminster - N.S. 2 | 500 0 0 | 1855 | 4 6 8½ | 191 7 8 |
| Keinton Mandeville - N.S. | 42 0 0 | 1846 | - - - | |
| Kenn - N.S. 6 | 37 10 0 | 1842 | - - - | 13 13 4 |
| Keynsham - Par. 11 | 568 0 0 | 1857 | 10 8 10½ | 265 4 6 |
| Keynsham - B.S. 4 | - - - | - - - | - - - | 29 16 0 |
| Kilmersdon - Ch. of E. 6 | 309 0 0 | 1857 | 1 15 0½ | 27 17 6 |
| Kilmington - N.S. | - - - | - - - | 1 0 6 | |
| Kingsdon - N.S. | *52 0 0 | 1838 | 3 9 1½ | |
| Kingston Seymour - Par. | 223 0 0 | 1858 | - - - | |
| Langford Budville - N.S. 2 | - - - | - - - | - - - | 48 9 0 |
| Leigh-upon-Mendip - N.S. 6 | - - - | - - - | - - - | 47 0 8 |
| Limington - N.S. | *35 0 0 | 1834 | | |
| Littleton, High - N.S. 12 | 140 0 0 | 1844 | 2 0 5 | 118 16 0 |
| " - " | 4 11 4 | 1852 | | |
| Locking " - N.S. | 116 0 0 | 1860 | | |
| Longford - N.S. | 310 0 0 | 1858 | | |
| Lovington - Ch. of E. | - - - | - - - | 1 17 0 | 31 5 0 |
| Lullington - B.S. 3 | - - - | - - - | 1 18 4 | 74 7 0 |
| Luxborough - N.S. | - - - | - - - | 1 1 9½ | |
| Lyncombe, St. Mark's - N.S. 11 | 260 0 0 | 1845 | 11 6 5½ | 1,877 13 8 |
| " - " | 25 0 0 | 1853 | | |
| Marston Bigott " - Ch. of E. 6 | - - - | - - - | - - - | 46 1 3 |
| Mark - N.S. 6 | 100 0 0 | 1845 | 1 0 0 | 194 3 8 |
| " - " | 23 6 8 | 1856 | | |
| Martock - N.S. 2 | 152 10 0 | 1848 | 6 9 10 | 531 17 8 |
| " - " | 5 18 0 | 1851 | | |
| Meare - N.S. 6 | - - - | - - - | - - - | 135 0 8 |
| Mells - Ch. of E. 6 | - - - | - - - | 4 6 8½ | 325 15 8 |
| Merriott - N.S. 2 | *66 0 0 | 1835 | 5 7 8½ | 236 3 4 |
| Middlezoy - N.S. 6 | 100 0 0 | 1844 | 6 12 2 | 26 7 0 |
| " - " | 33 0 0 | 1849 | | |
| Milborne Port - B.S. | - - - | - - - | 3 17 4½ | 153 11 0 |
| Milborne Port - N.S. 2 | - - - | - - - | 2 1 2 | 206 10 8 |
| Milverton - N.S. 2 | - - - | - - - | 12 1 4½ | 1,483 0 6 |
| Monksilver - N.S. | 66 0 0 | 1847 | | |
| " - " | 10 0 0 | 1857 | | |
| Montacute - N.S. 1 | 126 0 0 | 1848 | 12 2 4 | 755 7 0 |
| " - " | 9 6 4 | 1852 | | |
| " - " | 40 0 0 | 1857 | | |
| Montclefe - N.S. | - - - | - - - | 1 0 5½ | |
| Mudford - N.S. | 81 0 0 | 1848 | - - - | |
| Nailsea - Par. | - - - | - - - | 1 19 5 | 226 18 2 |
| Nailsea, Ch. Ch. - N.S. 6 | 150 0 0 | 1844 | 5 14 2½ | 162 1 0 |
| Nettlecombe, Yard - N.S. 2 | - - - | - - - | - - - | 252 0 0 |

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Somersetshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Norton, Midsomer - - N.S. 11 | 101 10 0 | 1841 | 22 8 3½ | 311 1 8 |
| " " - - " | 50 0 0 | 1846 | | |
| " " - - " | 14 5 5 | 1852 | | |
| Norton, St. Philip, Infants - N.S. 6 | 40 0 0 | 1841 | - - - | 37 15 0 |
| Oakhill - - - B.S. 3 | - - - | - - - | - - - | 121 4 0 |
| Paulton - - - N.S. 11 | 50 0 0 | 1845 | 9 1 11½ | 966 4 6 |
| " - - - " | 67 0 0 | 1846 | | |
| " - - - " | 5 10 0 | 1847 | | |
| " - - - " | 5 6 8 | 1853 | | |
| " - - - " | 54 0 0 | 1856 | | |
| " - - - " | 3 16 0 | 1856 | | |
| Paulton - - - Wes. 3 | - - - | - - - | - - - | 83 19 4 |
| Pennard, East - - N.S. | 35 0 0 | 1843 | | |
| Pennard, West - Ch. of E. 1 | 81 0 0 | 1852 | 1 4 8 | 722 17 9 |
| " - - - - | 6 17 0 | 1854 | | |
| " - - - - | 178 0 0 | 1854 | | |
| " - - - - | 10 0 0 | 1856 | | |
| " - - - - | 14 0 0 | 1857 | | |
| Penselwood - - N.S. | 69 0 0 | 1847 | | |
| Petherton, North - - N.S. 2 | *150 0 0 | 1839 | 10 17 5½ | 648 7 4 |
| " " - - " | 28 13 0 | 1854 | | |
| " " - - " | 12 6 8 | 1857 | | |
| Petherton, North, Congregational B.S. | - - - | - - - | 2 3 4 | 110 19 0 |
| Petherton, South, Boys - N.S. | - - - | - - - | - - - | 8 15 0 |
| Petherton, South, Girls - N.S. 2 | - - - | - - - | - - - | 53 6 8 |
| Pill - - - B.S. | - - - | - - - | - - - | 123 0 0 |
| Pill (Benevolent) School - 4 | 5 0 0 | 1851 | 25 19 3½ | 1,143 18 0 |
| " " - - - | 650 0 0 | 1855 | | |
| Pilton - - - N.S. | 40 0 0 | 1847 | | |
| Pitminster - - N.S. | 75 0 0 | 1843 | 4 5 4½ | 231 2 0 |
| " - - - " | 45 0 0 | 1845 | | |
| " - - - " | 25 0 0 | 1856 | | |
| Portishead - - N.S. 6 | 76 10 0 | 1841 | 3 2 10½ | 537 8 0 |
| " - - - " | 2 15 0 | 1845 | | |
| " - - - " | 133 0 0 | 1847 | | |
| " - - - " | 16 10 0 | 1855 | | |
| Publow, Pyne's - - N.S. | - - - | - - - | - - - | 37 10 0 |
| Puriton, Charity - Ch. of E. | 184 10 0 | 1861 | 1 9 11½ | |
| Radstock - - - N.S. 11 | 639 18 0 | 1858 | 9 2 11½ | 905 10 10 |
| Redcliff, St. Mary's - N.S. 12 | 1,326 0 0 | 1856 | 25 0 8½ | 1,058 1 8 |
| Redcliff (Pile Street), St. Mary's, Infant School - - 12 | - - - | - - - | 6 7 3½ | 327 2 4 |
| Rimpton - - - N.S. | 32 0 0 | 1845 | 1 3 4½ | |
| Road - - - Wes. 4 | - - - | - - - | 2 10 0 | 14 6 0 |
| Rockwell Green - N.S. 2 | 12 0 0 | 1857 | 8 18 3 | 714 2 8 |
| Scavington, St. Michael's - N.S. 2 | 45 0 0 | 1844 | - - - | 6 8 0 |
| Shepton Beauchamp - N.S. | *60 0 0 | 1838 | | |
| " " - - " | 202 4 0 | 1859 | | |
| Shepton Mallet - - N.S. 5 | - - - | - - - | 2 5 11½ | 244 9 4 |
| Shepton Mallet - - B.S. 3 | - - - | - - - | - - - | 50 0 0 |
| Shipham - - - N.S. 6 | *40 0 0 | 1840 | 1 13 4 | 82 3 4 |
| " - - - " | 17 10 0 | 1860 | | |
| Somerton - - Ch. of E. 2 | - - - | - - - | - - - | 50 10 0 |
| Spaxton - - - N.S. | - - - | - - - | 3 8 4 | |
| Stoke, St. Gregory - Ch. of E. | 351 0 0 | 1858 | 2 10 0½ | |
| Stoke Lane, St. Michael's - N.S. 5 | - - - | - - - | 2 0 0½ | 60 19 0 |
| Stoke, South - - Ch. of E. 11 | - - - | - - - | - - - | 28 8 4 |
| Stoke Trister - - N.S. | 22 0 0 | 1842 | | |
| Stowey Nether - - Ch. of E. 3 | 114 0 0 | 1856 | 7 3 3½ | 400 2 7 |
| Stower Over - - Ch. of E. 3 | - - - | - - - | - - - | 18 2 0 |
| Stratton - - - N.S. 5 | 232 0 0 | 1860 | 2 10 0 | 6 5 0 |
| Street and Walton - - B.S. | *100 0 0 | 1837 | 6 7 6½ | 230 10 8 |
| " " - - " | 4 3 8 | 1847 | | |
| " " - - " | 684 18 4 | 1860 | | |
| Sutton, Bishop, - - N.S. | 70 0 0 | 1844 | | |
| Sutton, Long, - - Ch. of E. 2 | 21 0 0 | 1860 | - - - | 43 12 4 |
| Tanzier (Taunton) - Sch. 2 | - - - | - - - | - - - | 57 5 10 |
| Taunton - - - P.U. 2 | - - - | - - - | - - - | 20 8 4 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| SOMERSETSHIRE—*cont.* | | | | |
| Taunton, Central - - - N.S. 2 | *185 0 0 | 1838 | 24 11 11 | 1,257 13 8 |
| " " - - - " | 20 0 0 | 1851 | | |
| " " - - - " | 35 0 0 | 1852 | | |
| " " - - - " | 48 0 0 | 1856 | | |
| Taunton, Trinity - - - N.S. 1 | - - - | - - - | 12 1 10½ | 1,268 8 0 |
| Taunton - - - - B.S. 10 | *75 0 0 | 1840 | 11 3 9 | 1,283 1 8 |
| " - - - - " | 125 0 0 | 1840 | | |
| " - - - - " | 29 15 8 | 1853 | | |
| " - - - - " | 4 12 8 | 1854 | | |
| " - - - - " | 44 0 0 | 1856 | | |
| " - - - - " | | | | |
| Taunton, Original Infant School - | 27 0 0 | 1855 | - - - | 317 10 4 |
| Taunton, St. George's - - R.C. | - - - | - - - | 1 9 11½ | |
| Temple Combe - - - N.S. 2 | 60 0 0 | 1845 | - - - | 125 1 8 |
| Thorn Falcon - - - N.S. | - - - | - - - | 1 0 0 | 19 10 0 |
| Tickenham - - - N.S. 1 | 98 0 0 | 1852 | - - - | 19 13 4 |
| Timberscombe, Endowed - - N.S. | - - - | - - - | 2 1 4½ | |
| Timsbury - - - - N.S. 6 | - - - | - - - | - - - | 6 9 0 |
| Treborough - - - N.S. | - - - | - - - | 1 6 8 | |
| Twerton - - - Ch. of E. 11 | 636 6 0 | 1855 | 9 19 3½ | 667 12 4 |
| " - - - - " | - - - | - - - | *a*12 2 8 | |
| Wanstrow - - - N.S. | 72 0 0 | 1856 | | |
| Washford - - - N.S. | - - - | - - - | 2 1 4½ | |
| Wellington - - - N.S. 2 | - - - | - - - | 7 16 5 | 929 3 0 |
| Wellington (Fox Brothers) - B.S. 10 | - - - | - - - | 11 18 7½ | 353 18 0 |
| Wellow - - - - N.S. 7 | 128 0 0 | 1852 | 1 12 7½ | 75 6 0 |
| Wells, Blue School - - - 5 | - - - | - - - | 1 16 8½ | 92 18 4 |
| Wells, Central School - - - 5 | 1,400 0 0 | 1859 | 11 2 7½ | 407 3 8 |
| Wells, East, St. Thomas' - N.S. | - - - | - - - | - - - | 3 6 8 |
| Weston (near Bath) - - N.S. 11 | 266 0 0 | 1847 | 12 1 9½ | 1,272 13 4 |
| Weston-super-Mare - - N.S. 11 | 270 0 0 | 1845 | 11 3 3 | 1,539 17 10 |
| " " - - - " | 50 0 0 | 1852 | | |
| " " - - B.S. | 123 13 4 | 1855 | 2 15 10 | 116 11 2 |
| " " - - - " | 46 0 0 | 1857 | | |
| Weston-super-Mare, Emmanuel, Infants - - - N.S. 11 | - - - | - - - | - - - | 139 2 8 |
| Weston Zoyland - - - N.S. | 60 0 0 | 1842 | 1 10 0 | |
| " - - - - " | 6 4 0 | 1847 | | |
| Widcombe (Bath) - - N.S. 11 | 31 5 4 | 1853 | 21 17 6½ | 1,321 3 0 |
| " - - - - " | 140 0 0 | 1858 | | |
| Widcombe, Infants - - Par. 11 | - - - | - - - | 5 12 5½ | 339 15 4 |
| Wincanton - - - N.S. 1 | *130 0 0 | 1838 | 1 1 11 | 157 12 1 |
| " - - - - " | 6 15 0 | 1856 | | |
| " - - - - " | 22 15 0 | 1861 | | |
| Winford - - - N.S. | 96 0 0 | 1847 | - - - | 6 17 0 |
| Winscombe - - - B.S. | *50 0 0 | 1835 | | |
| Winsham - - - N.S. 3 | - - - | - - - | 2 0 0½ | 64 13 8 |
| Wiveliscombe - - N.S. 2 | 176 0 0 | 1842 | - - - | 12 19 0 |
| Wookey - - - N.S. 5 | 100 0 0 | 1845 | 6 14 3½ | 365 1 0 |
| " - - - - " | 69 0 0 | 1855 | | |
| " - - - - " | 46 18 0 | 1858 | | |
| Wootton, North - - - N.S. | - - - | - - - | - - - | 2 11 0 |
| Worle - - - N.S. 11 | - - - | - - - | 2 1 8 | 98 18 4 |
| Wraxall, Trinity - - N.S. 12 | - - - | - - - | 7 12 10 | 716 14 10 |
| Wrington - - - N.S. 6 | *35 0 0 | 1842 | 6 5 0 | 370 13 4 |
| " - - - - " | 706 0 0 | 1857 | | |
| Writhlington - - - N.S. | 30 0 0 | 1847 | | |
| Yatton - - - - N.S. | *72 0 0 | 1835 | 2 6 1½ | |
| " - - - - " | 105 0 0 | 1844 | | |
| " - - - - " | 4 15 0 | 1853 | | |
| Yeovil - - - - N.S. 1 | 250 0 0 | 1846 | 13 3 3 | 761 14 8 |
| " - - - - " | 18 8 8 | 1852 | | |
| STAFFORDSHIRE. | | | | |
| Acton, Trussell and Bednall - N.S. 11 | 353 0 0 | 1857 | 2 7 6 | 10 5 0 |
| Adbaston - - - - N.S. | 45 0 0 | 1844 | | |
| " - - - - " | 16 0 0 | 1848 | | |
| Aldridge, Girls' and Infants' School 12 | - - - | - - - | - - - | 140 19 0 |
| Aldridge - - - - N.S. | - - - | - - - | 1 3 4 | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| STAFFORDSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Alrewas - - - N.S. 12 | 460 0 0 | 1856 | 7 5 9¾ | 473 7 4 |
| Alton - - - N.S. 11 | 108 0 0 | 1845 | 1 15 6 | 176 3 0 |
| " - - - " | 8 10 0 | 1858 | | |
| Alton, St. John's - - R.C. 7 | - - - | - - - | 2 10 0½ | 571 5 8 |
| Amblecote - - N.S. 1 | 656 0 0 | 1857 | - - - | 686 15 8 |
| Amblecote (Dennis' Park) - N.S. | 206 0 0 | 1847 | 13 14 8½ | |
| Areley, Upper - - N.S. 5 | 404 0 0 | 1861 | 1 0 0½ | 184 19 0 |
| Ashley - - - N.S. 6 | 400 0 0 | 1860 | 3 10 0½ | 53 9 0 |
| Aston - - - N.S. 8 | - - - | - - - | - - - | 16 14 0 |
| Aston, St. Saviour's - - N.S. | 80 0 0 | 1848 | | |
| Aston-in-Stone, St. Michael's - R.C. | - - - | - - - | 1 5 4½ | 21 1 8 |
| Audley - - - - Wes. 11 | - - - | - - - | 12 15 9½ | 858 14 2 |
| Audley - - - N.S. 10 | 31 10 0 | 1855 | 2 15 0½ | 423 3 0 |
| Audley, Village - - N.S. | *a*130 0 0 | 1834 | 13 18 7 | |
| " " - - " | 40 0 0 | 1848 | | |
| " " - - " | 40 0 0 | 1850 | | |
| " " - - " | 36 0 0 | 1856 | | |
| " " - - " | 19 7 6 | 1859 | | |
| Barr, Great - - N.S. 2 | 570 0 0 | 1857 | 4 3 4½ | 70 8 0 |
| Betley - - - N.S. 9 | 256 0 0 | 1855 | 6 9 2½ | 623 7 8 |
| Biddulph Moor - - N.S. 9 | 155 6 8 | 1853 | 6 7 6½ | 110 2 6 |
| Bilston - - - B.S. | *150 0 0 | 1839 | | |
| Bilston, St. Joseph's - - R.C. 7 | - - - | - - - | 14 8 2½ | 1,120 0 0 |
| Bilston, St. Leonard's - N.S. 3 | 265 0 0 | 1849 | 11 6 1½ | 734 1 8 |
| " " - - " | 1,215 10 0 | 1859 | | |
| Bilston, St. Luke's, Infants - N.S. | 175 10 0 | 1852 | | |
| Bilston, St. Mary's - - N.S. 3 | 350 0 0 | 1840 | 12 13 7½ | 952 3 4 |
| " " - - " | 108 0 0 | 1843 | | |
| " " - - " | 120 0 0 | 1845 | | |
| " " - - " | 21 0 0 | 1848 | | |
| " " - - " | 40 0 0 | 1851 | | |
| " " - - " | 16 4 0 | 1858 | | |
| Bilston - - - Wes. 5 | - - - | - - - | 5 0 7 | 291 4 6 |
| Bishop's Wood - - N.S. 8 | 273 0 0 | 1856 | 1 10 0 | 14 13 0 |
| Birchills - - N.S. 1 | 344 0 0 | 1855 | 6 3 11½ | 58 9 0 |
| Blakenall - - N.S. 2 | - - - | - - - | - - - | 25 15 0 |
| Blakenhall Heath - - N.S. | 75 0 0 | 1843 | | |
| " " - - " | 40 0 0 | 1846 | | |
| " " - - " | 115 0 0 | 1861 | | |
| Bloxwich - - - N.S. 2 | 81 0 0 | 1845 | 9 10 7½ | 405 4 8 |
| " - - - " | 22 0 0 | 1849 | | |
| " - - - " | 16 13 4 | 1853 | | |
| " - - - " | 12 0 0 | 1856 | | |
| Blymhill - - - Par. 5 | 416 0 0 | 1857 | 3 9 2½ | 325 9 0 |
| Bramshall - - Ch.S. | - - - | - - - | 2 0 0 | |
| Brereton - - - N.S. 11 | 75 0 0 | 1846 | 1 10 0½ | 243 0 0 |
| " - - - " | 20 0 0 | 1850 | | |
| " - - - " | 30 0 0 | 1855 | | |
| Brewood - - - N.S. 8 | 652 0 0 | 1860 | 3 6 8 | 136 2 8 |
| Brewood, St. Mary's - - R.C. 7 | - - - | - - - | 1 10 2 | 375 5 0 |
| Brierley Hill - - N.S. 1 | *270 0 0 | 1835 | 23 18 11 | 653 13 6 |
| " " - - " | 150 0 0 | 1843 | | |
| Brierley Hill - - - Wes. 5 | - - - | - - - | 23 2 11 | 809 11 10 |
| " " - - " | - - - | - - - | *b*6 13 4 | |
| Brockmoor - - N.S. | 300 0 0 | 1846 | | |
| Bromley, Abbot's - - N.S. | 90 0 0 | 1844 | 1 10 1 | |
| Bromley, King's - - N.S. 11 | 30 0 0 | 1853 | 1 5 0 | 51 5 0 |
| Bromwich, West, All Saints' - N.S. 3 | 6 0 0 | 1861 | 12 13 7¾ | 846 1 4 |
| Bromwich, West, Christ's Ch. N.S. 3 | - - - | - - - | 11 7 5½ | 723 8 4 |
| Bromwich, West, Ebenezer Independent School - - - 5 | 100 0 0 | 1840 | - - - | 19 17 0 |
| Bromwich, West, Gold's Hill, Ironworks - - Ch. of E. 2 | - - - | - - - | 7 8 4 | 863 5 2 |
| Bromwich West, Hill Top - Wes. 5 | - - - | - - - | 29 13 0½ | 1,021 15 5 |
| Bromwich, West, Holy Trinity N.S. 3 | 155 0 0 | 1843 | 8 14 0½ | 1,305 8 4 |
| " " " - " | 22 0 0 | 1846 | | |
| " " " - " | 120 10 0 | 1855 | | |

*a* Being one-third of a grant towards erecting this school, with two others in the same parish, viz., "Talk-o'-the-Hill" and "Alsager's" (now called "Chesterton").

*b* Scientific apparatus.

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|---|---|---|---|---|
| STAFFORDSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Bromwich, West, St. James', Hill Top - - N.S. 4 | 400 0 0 | 1845 | 13 5 9 | 1,874 1 8 |
| Bromwich, West, St. Peter's - N.S. 3 | - - - | - - - | - - - | 54 13 0 |
| Bromwich, West - - R.C. | - - - | - - - | 1 17 1 | |
| Bromwich, West, Summit - B.S. 5 | - - - | - - - | 3 5 5¾ | 1,100 7 9 |
| Bromwich, West - - Wes. 5 | 1,800 0 0 | 1858 | 18 17 10½ | 1,973 1 9 |
| Brown Edge - - - N.S. 11 | 131 11 0 | 1846 | 5 0 8½ | 2 12 0 |
| Burslem, Dale Hall - - N.S. | *150 0 0 | 1836 | 3 4 11½ | |
| " " - - - " | *a*100 0 0 | 1843 | | |
| " " - - - " | 45 13 0 | 1861 | | |
| Burslem, St. John's - - N.S. 9 | 27 16 8 | 1853 | 20 1 9 | 1,234 10 7 |
| " " - - - " | 15 0 0 | 1855 | | |
| Burslem, St. Paul's (Sytch) - N.S. 9 | 111 10 0 | 1841 | - - - | 29 16 0 |
| " " - - - " | 23 0 0 | 1847 | | |
| Burslem - - - - Wes. 12 | 441 0 0 | 1851 | 34 4 2½ | 1,345 3 10 |
| Burton-on-Trent - - - B.S. 12 | 237 10 0 | 1845 | 15 10 1¾ | 402 6 8 |
| " - - - " | 26 13 4 | 1854 | | |
| Burton-on-Trent (Anderstaff Lane), Trinity - - - N.S. | 100 0 0 | 1846 | | |
| Burton - on - Trent, Christ Church - - - N.S. 12 | 310 0 0 | 1844 | 24 5 7½ | 2,464 11 0 |
| " " " - " | 118 0 0 | 1855 | | |
| " " " - " | 543 0 0 | 1858 | | |
| Bushbury - - - N.S. 4 | - - - | - - - | 5 11 9¾ | 484 13 8 |
| Cannock, Endowed - - N.S. 8 | - - - | - - - | 8 13 1 | 457 16 8 |
| Capponfield Ironworks - Ch. of E. 2 | - - - | - - - | - - - | 285 13 0 |
| Cauldon, Low - - - N.S. 12 | 100 0 0 | 1848 | 1 17 11½ | 73 11 3 |
| Caverswall - - - N.S. 9 | - - - | - - - | 4 7 10½ | 123 3 4 |
| Cheadle - - - - N.S. 11 | 150 0 0 | 1840 | 17 12 1½ | 1,305 17 4 |
| " - - - " | 412 8 0 | 1845 | | |
| " - - - " | 53 6 8 | 1855 | | |
| Cheadle, St. Giles' - - R.C. 7 | - - - | - - - | 2 14 10¾ | 659 19 0 |
| Cheadle, St. Wilfred's - - R.C. 9 | - - - | - - - | 1 0 0 | 38 6 8 |
| Cheddleton - - - N.S. 10 | 221 4 6 | 1855 | 10 6 1 | 283 17 0 |
| Cheslyn Hay - - - B.S. | *100 0 0 | 1840 | | |
| Chesterton - - - N.S. 10 | 834 0 0 | 1857 | - - - | 801 7 2 |
| Chesterton (late Alsager's Bank) N.S. | *b*130 0 0 | 1834 | | |
| " " - " | 20 0 0 | 1845 | | |
| Chorlton - - - - N.S. | 68 0 0 | 1849 | | |
| Cobridge - - - - N.S. 10 | - - - | - - - | 1 19 5½ | 208 15 2 |
| Cobridge, St. Peter's - - R.C. 7 | - - - | - - - | 6 0 7½ | 703 17 4 |
| Corngreave's New British Iron Company's School - - - 2 | - - - | - - - | - - - | 34 7 6 |
| Coseley, Ch. Ch. - - - N.S. 4 | 193 0 0 | 1845 | 22 2 2 | 1,103 6 4 |
| Coseley (Darkhouse Lane) - B.S. 3 | *150 0 0 | 1837 | - - - | 10 10 0 |
| Coseley (Prince's End) - - N.S. 4 | 318 0 0 | 1845 | 9 16 6½ | 189 10 0 |
| Coseley, West - - - N.S. 3 | 252 0 0 | 1845 | - - - | 40 3 4 |
| Coven - - - - Ch. of E. 8 | 274 0 0 | 1859 | 2 8 7½ | 191 14 4 |
| Cranberry Alley - - - N.S. 9 | *25 0 0 | 1840 | - - - | 8 13 4 |
| Creswell, St. Mary's - - R.C. 7 | - - - | - - - | 4 3 5¾ | 331 5 10 |
| Croxton - - - - N.S. | 163 0 0 | 1855 | | |
| Darlaston - - - - Wes. 4 | - - - | - - - | 3 15 0 | 17 10 0 |
| Darlaston - - - - B.S. | *300 0 0 | 1837 | | |
| Darlaston Green, St. George's - N.S. 3 | 364 0 0 | 1844 | 7 13 5½ | 712 16 6 |
| " " - - " | 4 10 0 | 1853 | | |
| " " - - " | 5 0 0 | 1856 | | |
| Darlaston, Old Church, Girls - N.S. 3 | - - - | - - - | - - - | 72 19 4 |
| Denstone - - - - Ch. of E. 9 | - - - | - - - | - - - | 37 6 8 |
| Dilhorne, Endowed Free - - N.S. | - - - | - - - | 2 9 5½ | |
| Draycot - - - - N.S. 10 | 70 0 0 | 1846 | 2 16 10 | 269 0 4 |
| " - - - " | 25 0 0 | 1860 | | |
| Draycot-le-Moors - - N.S. 10 | 271 0 0 | 1861 | 3 10 3½ | 104 0 0 |
| Eccleshall, Offley Hay - - N.S. | 147 2 6 | 1861 | - - - | 41 8 4 |
| Ellastone - - - - N.S. 9 | 422 0 0 | 1859 | 11 9 10 | 615 9 1 |
| Enville - - - - Par.S. 2 | - - - | - - - | - - - | 33 18 4 |
| Essington - - - - N.S. 4 | 110 0 0 | 1847 | 9 4 0½ | 427 0 8 |
| " - - - - " | 5 3 6 | 1853 | | |

*a* Towards liquidating debt in this and St. Paul's school (Sytch).

*b* Being one-third of a grant towards erecting this school, in conjunction with two others in the same parish, viz., "Talk-o'-the-Hill," and "Audley Village" girls' school.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| STAFFORDSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Etruria - - - - B.S. 12 | - - - | - - - | 13 5 4½ | 346 16 8 |
| Etruria - - - - N.S. 9 | 245 0 0 | 1846 | 2 10 0½ | 12 1 0 |
| Ettingshall - - - N.S. 3 | 223 2 11 | 1858 | 4 17 4½ | 446 0 4 |
| Ettingshall - - - Wes. 5 | 200 0 0 | 1860 | 7 4 8 | 623 7 8 |
| Ettingshall, Infant - - Wes. 5 | - - - | - - - | - - - | 103 3 4 |
| Eaton (Church) - - Ch. of E. | 181 0 0 | 1858 | | |
| Fenton - - - - N.S. 9 | - - - | - - - | 2 10 10 | 54 19 0 |
| Forebridge - - - N.S. 8 | 100 0 0 | 1845 | 5 0 0½ | 298 2 4 |
| " - - - " | 70 0 0 | 1857 | | |
| Forsbrook - - - N.S. 9 | 185 0 0 | 1857 | 2 1 8½ | 39 17 1 |
| Freehay, St. Chad's - - N.S. 10 | 160 0 0 | 1847 | 6 19 0½ | 253 9 0 |
| " - - - " | 195 1 2 | 1857 | | |
| Glascote - " - - - N.S. 11 | 291 12 0 | 1855 | - - - | 166 18 0 |
| Goldenhill - - - N.S. 9 | 150 0 0 | 1840 | 4 15 10½ | 693 4 10 |
| " - - - " | 4 13 4 | 1853 | | |
| " - - - " | 50 0 0 | 1855 | | |
| Gornal - - - - B.S. | *150 0 0 | 1835 | | |
| Gornal, Lower - - N.S. 3 | 300 0 0 | 1846 | - - - | 15 0 0 |
| Gornal, Upper - - N.S. 2 | 100 0 0 | 1846 | 4 1 10½ | 80 19 0 |
| " " - - - " | 36 0 0 | 1846 | | |
| " - - - " | 82 0 0 | 1856 | | |
| Halmer End - - - N.S. 10 | 54 0 0 | 1850 | - - - | 4 7 0 |
| " - - - " | 29 6 8 | 1857 | | |
| " - - - " | 42 10 0 | 1859 | | |
| Hampstall-Ridware - N.S. 11 | - - - | - - - | 1 8 1½ | 204 13 4 |
| Hanbury, Endowed - - N.S. 10 | 150 0 0 | 1849 | 4 13 6 | 4 11 0 |
| Handsworth - - - N.S. 2 | - - - | - - - | 4 18 1½ | 117 3 10 |
| Handsworth Island Cottage Industrial Home - - 10 | - - - | - - - | - - - | 28 15 0 |
| Handsworth, St. James' - N.S. 2 | 65 0 0 | 1843 | 6 8 1½ | 131 13 0 |
| Hanford - - - - N.S. 10 | - - - | - - - | 1 4 0½ | 45 15 0 |
| Hanley - - - - N.S. 10 | - - - | - - - | - - - | 19 13 0 |
| Hanley - - - - R.C. 7 | - - - | - - - | - - - | 10 17 0 |
| Hanley, Bethesda - - B.S. 11 | - - - | - - - | 4 19 2 | 101 9 10 |
| Harborne, Endowed - - N.S. 4 | *140 0 0 | 1838 | 22 12 0 | 413 19 8 |
| " " - - - " | 48 0 0 | 1848 | | |
| " " - - - " | 38 10 0 | 1852 | | |
| Harborne Heath, St. John's Ch. of E. | 366 5 0 | 1861 | | |
| Harborne Public School - - | - - - | - - - | 3 17 7½ | |
| Hartshill - - - - N.S. 9 | - - - | - - - | 1 19 9 | 310 0 4 |
| Haywood, St. John the Baptist's R.C. 7 | 270 0 0 | 1856 | 2 19 6½ | 162 18 10 |
| Hilderstone - - - N.S. 10 | - - - | - - - | 1 17 0 | 74 13 8 |
| Hixon, St. Peter's - - N.S. 11 | 194 8 0 | 1858 | - - - | 83 11 8 |
| Hollington - - - N.S. 9 | - - - | - - - | 1 0 0 | 11 13 4 |
| Hope - - - - N.S. 9 | - - - | - - - | 2 3 9¾ | 87 16 8 |
| Horninglow - - - N.S. | 40 0 0 | 1846 | | |
| Horton Lee - - - N.S. | 100 0 0 | 1848 | | |
| Hyde Lea - - - N.S. 3 | 204 0 0 | 1861 | 1 1 10 | 23 18 4 |
| Ipstones, Agricultural - Ch. of E. 10 | 302 2 0 | 1854 | 11 12 1 | 777 5 5 |
| " " - - - " | - - - | - - - | a10 0 0 | |
| Keele - - - - Ch. of E. 9 | - - - | - - - | 2 9 5½ | 71 19 8 |
| Kidsgrove - - - N.S. 9 | - - - | - - - | 20 2 2½ | 1,579 9 4 |
| Kingshill - - - - Ch. of E. 2 | - - - | - - - | - - - | 24 15 0 |
| Kingsley, Infants' - Ch. of E. 9 | - - - | - - - | - - - | 77 5 0 |
| Kingswinford (Oak Farm Iron-works) - - - N.S. | 800 0 0 | 1845 | | |
| Kingswinford, St. Mary's - N.S. 1 | 300 0 0 | 1846 | 6 17 9 | 1,021 10 0 |
| " " - - - " | 40 0 0 | 1855 | | |
| Kinver - - - - N.S. 1 | *55 0 0 | 1836 | 5 10 7½ | 123 11 8 |
| " - - - - " | 204 15 0 | 1851 | | |
| " - - - - " | 6 0 0 | 1861 | | |
| " - - - - " | 73 0 0 | 1861 | | |
| " - - - - " | 124 0 0 | 1846 | 5 6 8 | |
| Knightley - - - N.S. | - - - | - - - | 1 17 6 | 186 19 8 |
| Knypersley - - Ch. of E. 10 | 324 0 0 | 1854 | 4 1 3 | 301 12 8 |
| Lapley and Wheaton Aston - N.S. 8 | - - - | - - - | 2 16 8 | 8 5 0 |
| Leasowe (Shaw's) - - N.S. 1 | - - - | - - - | 7 0 11½ | 219 2 10 |
| Leek - - - - Wes. 11 | - - - | - - - | - - - | 50 1 8 |
| Leek, Brunswick, Infants - Wes. 12 | - - - | - - - | *350 0 0 | 2 9 2 |
| Leek, Old Church - - N.S. 10 | 85 0 0 | 1847 | | |
| " " - - - " | | | | |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| STAFFORDSHIRE—*cont.* | | | | |
| Leek, St. Luke's - - - N.S. 10 | 178 0 0 | 1847 | 1 11 4½ | 322 18 4 |
| " " - - " | 65 0 0 | 1855 | | |
| Leigh, Endowed Free School - 10 | 311 0 0 | 1858 | 1 6 8 | 62 8 0 |
| Lichfield, St. Mary's - - N.S. 1 | 114 0 0 | 1842 | 1 7 8½ | 579 4 8 |
| " - - " | 99 15 0 | 1849 | | |
| Lichfield, St. Michael's - Ch. of E. | 192 12 0 | 1860 | | |
| Longdon - - - N.S. 11 | 116 14 0 | 1854 | - - - | 16 10 0 |
| Longton - - - N.S. | *125 0 0 | 1838 | | |
| Longton - - - Wes. 11 | - - - | - - - | 4 3 4 | 146 4 4 |
| Longton, St. Gregory - R.C. 7 | - - - | - - - | 14 18 5½ | 528 3 0 |
| Madeley, Endowed - - N.S. 8 | - - - | - - - | 7 0 10½ | 711 11 6 |
| Maryvale, Industrial - - R.C. 5 | - - - | - - - | - - - | 88 16 8 |
| Mayfield - - - N.S. 9 | 90 0 0 | 1840 | 8 11 1½ | 776 4 10 |
| " - - - " | 265 4 0 | 1854 | | |
| Milwich - - - N.S. 10 | - - - | - - - | 1 5 3 | 154 14 10 |
| Moddershall - - N.S. | 60 0 0 | 1844 | | |
| " - - - " | 45 0 0 | 1850 | | |
| Moreton - - - N.S. 4 | 84 0 0 | 1847 | - - - | 45 8 0 |
| Mowcop - - - N.S. 9 | 135 0 0 | 1843 | 23 2 1½ | 127 18 8 |
| " - - - " | 22 10 0 | 1861 | | |
| Moxley - - - N.S. 2 | *200 0 0 | 1838 | 18 12 3 | 28 13 0 |
| " - - - " | 15 0 0 | 1844 | | |
| " - - - " | 30 0 0 | 1846 | | |
| " - - - " | 15 0 0 | 1856 | | |
| Newcastle-under-Lyne - B.S. | *350 0 0 | 1835 | | |
| Newcastle-under-Lyne - N.S. 9 | *75 0 0 | 1835 | 9 5 3½ | 1,057 7 8 |
| " " - - " | 63 6 8 | 1856 | | |
| " " - - " | 27 10 0 | 1856 | | |
| Newcastle-under-Lyne, St. George's - - N.S. 9 | 693 0 0 | 1857 | 4 3 10½ | 875 7 7 |
| Newchapel - - - N.S. | 152 0 0 | 1848 | | |
| Norbury - - - N.S. 2 | 47 0 0 | 1846 | 5 6 8 | 5 18 0 |
| Northwood - - N.S. 9 | 598 0 0 | 1859 | 4 17 0 | 231 10 3 |
| Norton Canes - - N.S. 9 | - - - | - - - | - - - | 56 14 4 |
| Norton-in-the-Moors - N.S. 9 | 13 17 0 | 1859 | 8 4 7 | 810 3 6 |
| " " - - " | 96 0 0 | 1860 | | |
| Oakamoor - - - N.S. 10 | 196 0 0 | 1858 | 1 10 2½ | 231 7 8 |
| Ocker Hill - - - N.S. 3 | 550 0 0 | 1858 | 13 17 4½ | 346 13 4 |
| " " - - " | 65 0 0 | 1861 | | |
| Ogley Hay, St. James' - N.S. 2 | 598 18 0 | 1859 | - - - | 34 9 8 |
| Oulton - - - N.S. | 142 0 0 | 1860 | | |
| Pelsall - - - B.S. | *100 0 0 | 1837 | | |
| Pelsall - - - N.S. | 152 0 0 | 1848 | 2 7 11 | |
| Pelsall - - - Wes. 5 | - - - | - - - | 4 3 4½ | 99 2 4 |
| Penkhull, St. Thomas' - N.S. 10 | 350 0 0 | 1845 | 4 7 0½ | 270 4 0 |
| " " - - " | 35 10 10 | 1856 | | |
| Penkridge - - - N.S. 8 | - - - | - - - | 24 16 8 | 908 5 6 |
| Pensnett, Boys and Girls - N.S. | 735 0 0 | 1861 | | |
| Pensnett, Infants - - N.S. 1 | 70 1 6 | 1846 | - - - | 132 9 6 |
| Pensnett - - - B.S. 4 | - - - | - - - | - - - | 12 0 0 |
| Pleck and Bescott - - N.S. 2 | 396 4 4 | 1856 | 4 12 8 | 258 6 10 |
| Quarry Bank - - - N.S. | 300 0 0 | 1845 | | |
| " " - - " | 2 0 0 | 1848 | | |
| Ranton - - - N.S. | 32 0 0 | 1846 | 5 6 8 | |
| Rocester - - - N.S. 11 | 122 0 0 | 1853 | 4 6 9½ | 501 9 2 |
| Rollestone - - Ch. of E. 10 | - - - | - - - | - - - | 273 10 0 |
| Rowley Regis - - - N.S. 1 | 213 0 0 | 1849 | 6 12 11 | 185 16 1 |
| " - - - " | 5 0 0 | 1856 | | |
| Rugeley (Prince of Wales') - N.S. 11 | 220 0 0 | 1845 | 3 1 3½ | 240 16 8 |
| " " - - " | 54 15 0 | 1855 | | |
| Rugeley - - - Wes. | - - - | - - - | 2 1 8 | |
| Rugeley, St. Etheldreda's - R.C. 10 | - - - | - - - | - - - | 82 5 0 |
| Rugeley - - - Wes. 11 | - - - | - - - | - - - | 1 5 0 |
| Rushall - - - N.S. | 160 0 0 | 1848 | 6 0 8½ | |
| Sandon - - - N.S. 10 | - - - | - - - | - - - | 27 3 0 |
| Sedgley (Catchem's Corner) - N.S. | *175 0 0 | 1835 | | |
| Sedgley (Straits and Can Lane) N.S. | *130 0 0 | 1835 | | |

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|---|---|---|---|---|
| STAFFORDSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Shelton, St. Mark's - - N.S. 9 | *195 0 0 | 1838 | 16 8 1¼ | 1,649 6 10 |
| " " - - " | 75 0 0 | 1844 | | |
| " " - - " | 30 0 0 | 1853 | | |
| Shelton, the Granville School - - 10 | - - - | - - - | 11 7 11½ | 1,032 0 9 |
| Shenstone - - - N.S. 11 | *97 0 0 | 1838 | 1 8 3½ | 46 13 0 |
| " - - - " | 445 0 0 | 1856 | | |
| Sheriff Hales, Duke of Sutherland's - - - - 6 | - - - | - - - | - - - | 93 9 8 |
| Short Heath - - - Wes. 5 | - - - | - - - | 3 19 3½ | 204 1 10 |
| Silverdale - - - N.S. 10 | 252 0 0 | 1843 | 7 3 6¼ | 732 13 0 |
| " - - - " | 43 0 0 | 1856 | | |
| " - - - " | 21 0 0 | 1856 | | |
| " - - - " | 103 7 0 | 1859 | | |
| Smethwick - - - N.S. 3 | 200 0 0 | 1840 | 9 11 5 | 576 19 4 |
| " - - - " | 82 0 0 | 1856 | | |
| Smethwick - - - Wes. | - - - | - - - | 5 1 6 | |
| Smethwick - - - R.C. 7 | 220 0 0 | 1861 | - - - | 1 17 6 |
| Smethwick (Chance's) - - N.S. 3 | - - - | - - - | 28 1 5¾ | 2,139 16 8 |
| Smethwick, St. Matthews - N.S. 2 | - - - | - - - | - - - | 16 14 0 |
| Stafford - - - B.S. | *150 0 0 | 1836 | | |
| Staffordshire (North), Church Schoolmasters' Association - | - - - | - - - | 5 0 0¾ | |
| Stafford, St. Augustine's - R.C. 8 | - - - | - - - | - - - | 21 4 8 |
| Stafford, St. Mary's - - N.S. 8 | 763 0 0 | 1857 | 14 16 5 | 778 3 8 |
| " " - - " | 226 0 0 | 1858 | | |
| Stoke-upon-Trent - - N.S. 9 | - - - | - - - | 20 2 11 | 1,674 17 7 |
| Stoke-upon-Trent, Boothen Branch - | - - - | - - - | - - - | 38 11 8 |
| Stoke - upon - Trent, Mount Pleasant School - - - 9 | - - - | - - - | - - - | 74 13 4 |
| Stoke-upon-Trent, Cliffe Villa - N.S. 9 | - - - | - - - | - - - | 23 8 4 |
| Stone - - - - Par. 9 | 791 0 0 | 1859 | 2 4 9 | 96 15 4 |
| Stone, Ch. Ch. - - - N.S. 9 | 147 0 0 | 1842 | 17 3 4 | 1,406 4 0 |
| " " - - - " | 70 0 0 | 1845 | | |
| " " - - - " | 15 0 0 | 1855 | | |
| " " - - - " | 180 0 0 | 1857 | | |
| Stone, St. Ann's - - - R.C. | - - - | - - - | 2 0 0½ | 11 0 0 |
| Stowe, Lichfield, Endowed Ch. of E. 11 | 40 0 0 | 1855 | 3 16 10½ | 418 0 5 |
| Stretton - - - - N.S. | - - - | - - - | 1 9 2½ | |
| Swynnerton - - Ch. of E. 11 | - - - | - - - | - - - | 5 16 8 |
| Talk-o'-the-Hill - - - N.S. 9 | *a*130 0 0 | 1834 | 3 8 3½ | 93 16 8 |
| " - - - " | 27 16 0 | 1860 | | |
| Talk-o'-the-Hill, Butt Lane - N.S. 10 | 159 0 0 | 1847 | 3 15 0½ | 121 12 0 |
| " - - - " | 36 0 0 | 1846 | | |
| " - - - " | 35 10 6 | 1858 | | |
| Tamworth - - - N.S. 11 | 90 0 0 | 1847 | 24 1 0 | 1,816 1 8 |
| " - - - " | 15 0 0 | 1847 | | |
| " - - - " | 27 5 0 | 1848 | | |
| " - - - " | 14 5 4 | 1851 | | |
| " - - - " | 60 0 0 | 1856 | | |
| Tamworth (Sir R. Peel's), Endowed School - - - - 11 | - - - | - - - | 7 7 10½ | 457 1 8 |
| Tean - - - - B.S. 12 | - - - | - - - | 15 10 0½ | 1,281 19 0 |
| Tettenhall - - - N.S. 5 | 191 7 2 | 1859 | 8 12 3½ | 281 15 10 |
| Tettenhall, Infants - - N.S. 3 | - - - | - - - | - - - | 47 5 0 |
| Tipton - - - - Wes. 5 | - - - | - - - | 15 13 0½ | 1,190 19 7 |
| Tipton, Great Bridge - - Wes. 5 | 1,048 0 0 | 1860 | 13 2 9½ | 172 7 4 |
| Tipton Hall - - - N.S. 2 | - - - | - - - | 10 9 2½ | 249 14 8 |
| Tipton, St. John's - - N.S. 3 | - - - | - - - | - - - | 213 12 8 |
| Tipton, St. Martin's - - N.S. 2 | - - - | - - - | 6 17 10 | 228 6 0 |
| Tipton, St. Paul's - - Ch. of E. 1 | - - - | - - - | 4 6 4½ | 37 5 0 |
| Tipton, St. Paul's, Infants - N.S. 1 | - - - | - - - | - - - | 34 10 0 |
| Tittensor - - - - N.S. 11 | - - - | - - - | - - - | 103 0 8 |
| Trent Vale - - - N.S. 11 | 85 0 0 | 1846 | 4 6 3 | 288 5 2 |
| " - - - " | 40 0 0 | 1852 | | |
| Tunstall - - - N.S. 9 | *300 0 0 | 1839 | 11 1 5½ | 1,050 18 6 |
| " - - - " | 30 0 0 | 1846 | | |
| " - - - " | 40 0 0 | 1854 | | |
| Tunstall - - - Wes. 12 | - - - | - - - | 10 6 4½ | 867 18 4 |
| Tutbury - - - Ch. of E. 11 | - - - | - - - | 2 4 0½ | 390 14 4 |
| Tutbury, Endowed, Boys - " 11 | - - - | - - - | - - - | 11 5 0 |

*a* Being one-third of a grant towards erecting this school, in conjunction with two others in the same parish, viz., "Audley Village" girls' school, and "Alsager's Bank," (now called "Chesterton)."

| Name and Denomination of School and Month when Inspection is due. | | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|---|
| | | Amount. | Date of Payment. | | |
| STAFFORDSHIRE—*cont.* | | £ s. d. | | £ s. d. | £ s. d. |
| Tutbury, Free School | | - - - | - - - | 2 12 3½ | |
| Uttoxeter | N.S. 11 | 8 12 0 | 1853 | 16 8 4 | 985 7 3 |
| " | " | 250 0 0 | 1855 | | |
| Uttoxeter | Wes. 11 | - - - | - - - | 12 5 7 | 75 7 0 |
| Walsall | Wes. 3 | 1,305 5 0 | 1860 | 10 0 1 | 36 19 4 |
| Walsall, Blue Coat | N.S. 3 | 1,725 0 0 | 1859 | 22 3 5½ | 1,491 0 4 |
| " | " | 35 0 0 | 1860 | | |
| Walsall, St. Matthew's | N.S. | 173 0 0 | 1853 | | |
| Walsall, St. Mary's | R.C. 7 | - - - | - - - | 5 7 9 | 730 2 0 |
| Walsall, St. Peter's | N.S. 1 | 81 0 0 | 1849 | 30 11 10½ | 259 11 4 |
| " | " | 20 0 0 | 1854 | | |
| Walsall Wood | N.S. 3 | 40 0 0 | 1846 | 3 7 1 | 39 18 0 |
| " " | " | 20 0 0 | 1845 | | |
| " " | " | 10 0 0 | 1854 | | |
| Walton | N.S. | *50 0 0 | 1839 | | |
| " | " | 445 0 0 | 1859 | | |
| Wednesbury | B.S. 5 | - - - | - - - | - - - | 109 14 0 |
| Wednesbury | Wes. 5 | - - - | - - - | 9 3 4½ | 773 16 11 |
| Wednesbury, King's Hill | N.S. | - - - | - - - | 4 2 7½ | |
| Wednesbury, St. Bartholomew's | N.S. 3 | 180 0 0 | 1843 | 30 10 6 | 1,415 14 2 |
| " " | " | 30 9 0 | 1844 | | |
| " " | " | 13 9 0 | 1845 | | |
| Wednesbury, St. James' | N.S. 4 | 359 0 0 | 1845 | 26 7 1 | 1,128 5 10 |
| " | " | 588 0 0 | 1861 | | |
| Wednesbury, St. John's | N.S. 4 | 321 0 0 | 1849 | 26 18 6½ | 1,285 5 0 |
| " | " | 10 0 0 | 1851 | | |
| " " | " | 5 5 0 | 1852 | | |
| " " | " | 2 15 0 | 1853 | | |
| " " | " | 46 0 0 | 1855 | | |
| " " | " | 228 15 0 | 1861 | | |
| " " | " | *75 0 0 | 1837 | | |
| Wednesfield | B.S. | 819 0 0 | 1857 | 8 6 8 | 153 15 10 |
| Wednesfield | N.S. 4 | 670 0 0 | 1858 | 3 4 4½ | 147 18 4 |
| Wednesfield Heath | N.S. 3 | 120 0 0 | 1843 | 11 13 2½ | 71 16 0 |
| Wetley Rocks | N.S. 10 | - - - | - - - | 1 16 0 | 440 5 2 |
| Wiggington | N.S. 4 | - - - | - - - | 12 5 1½ | 302 6 8 |
| Willenhall | Wes. 5 | - - - | - - - | a15 0 0 | |
| " | " | - - - | - - - | 3 3 4½ | 415 16 3 |
| Willenhall, Holy Trinity | N.S. 4 | 535 0 0 | 1858 | | |
| Willenhall, Little London | B.S. | 150 0 0 | 1840 | | |
| Willenhall, Primitive Methodist Sch. | | *125 0 0 | 1838 | | |
| Willenhall St. Ann's | N.S. | 557 0 0 | 1859 | | |
| Willenhall, St. Giles' | N.S. | 351 0 0 | 1855 | 3 4 2 | |
| Winshill, Holy Trinity | N.S. | 60 0 0 | 1846 | | |
| Wolstanton | N.S. 9 | 150 0 0 | 1841 | 6 9 5 | 496 8 4 |
| " | " | 51 15 6 | 1855 | | |
| Wolverhampton | Wes. 5 | 1,095 0 0 | 1858 | 10 8 4½ | 256 6 8 |
| Wolverhampton, Blue Coat | Ch. of E. | 39 0 0 | 1861 | 3 6 8 | |
| Wolverhampton, Chillington Company's | N.S. 3 | - - - | - - - | 2 3 1½ | 99 3 4 |
| Wolverhampton, Ragged School | | 462 15 0 | 1852 | 5 11 4½ | |
| Wolverhampton, Temple St. | B.S. | *500 0 0 | 1837 | | |
| Wolverhampton, St. George's | N.S. 3 | 554 0 0 | 1845 | 30 9 2½ | 777 6 0 |
| " | " | 23 12 6 | 1861 | | |
| Wolverhampton, St. James' | N.S. 4 | 309 0 0 | 1845 | 10 3 7½ | 458 15 6 |
| " | " | 63 15 0 | 1857 | | |
| Wolverhampton, St. John's | N.S. 3 | *260 0 0 | 1834 | 9 3 3½ | 760 0 4 |
| Wolverhampton, St. Mark's | N.S. 3 | 325 0 0 | 1850 | 11 8 6 | 201 12 4 |
| Wolverhampton, St. Matthew's | N.S. 3 | 200 0 0 | 1852 | 11 17 6½ | 699 10 10 |
| Wolverhampton, St. Mary's | N.S. 4 | 401 0 0 | 1847 | 3 13 4½ | 803 8 0 |
| Wolverhampton, St. Mary's | R.C. 7 | - - - | - - - | 14 11 8½ | 852 14 6 |
| Wolverhampton, St. Patrick's and St. George's, Girls | R.C. 7 | 160 0 0 | 1856 | 32 1 5½ | 1,711 14 4 |
| Wolverhampton, St. Paul's | N.S. 4 | 150 0 0 | 1842 | 29 10 5½ | 2,691 11 6 |
| " " | " | 243 10 0 | 1850 | | |
| " " | " | 13 8 6 | 1859 | | |
| " " | " | 44 2 0 | 1859 | | |
| Wolverhampton, St. Peter's and St. Paul's, Boys | R.C. 7 | - - - | - - - | - - - | 420 12 10 |
| Wolverhampton, St. Peter's, Collegiate Church | N.S. 3 | 547 0 0 | 1847 | 26 7 6 | 1,472 18 0 |

*b* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| **Staffordshire—*cont.*** | | | | |
| Wolverhampton, St. Peter's | | | | |
| Whitmore Rean's - - - N.S. 3 | 320 0 0 | 1860 | 4 1 4 | 14 16 8 |
| Wolverhampton, Snow Hill, Congregational School - 5 | - - - | - - - | 6 0 10½ | 559 18 5 |
| Wolverhampton, Snow Hill, St. Mary's - - - R.C.S. 7 | - - - | - - - | - - - | 23 0 1 |
| Wordsley - - - N.S. 1 | 104 0 0 | 1844 | 32 0 0 | 1,004 9 1 |
| " - - - " | 50 0 0 | 1844 | *a*8 18 4 | |
| " - - - " | 50 0 0 | 1848 | | |
| " - - - " | 54 0 0 | 1856 | | |
| " - - - " | | | | |
| Wombourn - - - N.S. 3 | 686 14 0 | 1860 | 7 1 8½ | 26 17 0 |
| Wordsley, Cote Lane - - N.S. 1 | - - - | - - - | - - - | 117 14 0 |
| Wyrley, Great - - - N.S. 4 | - - - | - - - | - - - | 30 12 0 |
| Yoxall - - - - N.S. 11 | - - - | - - - | 2 1 5 | 17 10 0 |
| **Suffolk.** | | | | |
| Aldeburgh - - - N.S. 8 | - - - | - - - | 1 1 7 | 831 11 4 |
| Alderton - - - N.S. 8 | 225 0 0 | 1859 | - - - | 94 4 2 |
| Aldringham - - - N.S. | 40 0 0 | 1846 | | |
| Barnham, St. Gregory - - N.S. 3 | - - - | - - - | 1 12 8½ | 98 0 0 |
| Barningham - - Ch. of E. | 120 13 4 | 1859 | 2 1 8½ | |
| Barrow - - - N.S. | 114 0 0 | 1848 | | |
| Bawdsey - - - N.S. | 105 15 0 | 1853 | | |
| Baylham - - - N.S. 8 | 210 10 0 | 1860 | 1 7 2½ | 11 13 4 |
| Beccles - - - B.S. 4 | *150 0 0 | 1838 | 4 10 3½ | 109 6 0 |
| " - - - " | 39 0 0 | 1860 | | |
| Beccles - - - N.S. 10 | *125 0 0 | 1839 | 2 2 5¾ | 229 8 4 |
| " - - - " | 35 0 0 | 1856 | | |
| Belton - - - N.S. 11 | 282 3 0 | 1861 | 1 14 0¾ | 115 14 0 |
| Benhall - - - N.S. 8 | - - - | - - - | 2 3 4½ | 372 13 4 |
| Bentley - - - N.S. 7 | 295 4 0 | 1854 | - - - | 196 2 4 |
| Bildeston - - - Ch. of E. 7 | 200 0 0 | 1853 | 7 0 11½ | 289 11 0 |
| " - - - " | 44 6 11 | 1856 | | |
| Blundeston - - - N.S. 11 | 66 10 0 | 1851 | 3 18 1½ | 49 14 0 |
| Boxford - - - N.S. 5 | 46 10 0 | 1849 | - - - | 205 7 10 |
| " - - - " | 64 16 0 | 1855 | | |
| Brandon - - - N.S. | 53 0 0 | 1844 | | |
| Bramford - - - N.S. 8 | 353 16 0 | 1860 | 3 19 11½ | 78 15 0 |
| Brantham - - - Par. 3 | 122 0 0 | 1855 | - - - | 4 5 0 |
| Bredfield - - - N.S. | 80 0 0 | 1854 | | |
| Brome and Oakley - - N.S. 11 | - - - | - - - | 1 18 0½ | 41 1 0 |
| Bromeswell - - - N.S. | 50 0 0 | 1847 | | |
| Bucklesham - - - N.S. 7 | 25 0 0 | 1846 | 1 0 0 | 36 6 8 |
| " - - - " | 42 10 0 | 1858 | | |
| Bungay - - - B.S. | *150 0 0 | 1835 | | |
| Bungay - - - N.S. 10 | *181 7 0 | 1835 | 13 17 0 | 640 18 6 |
| Bures, St. Mary's - - N.S. 5 | *58 0 0 | 1839 | 7 0 8¾ | 921 17 6 |
| " - - - " | 40 0 0 | 1843 | | |
| " " - - - " | 50 0 0 | 1845 | | |
| " " - - - " | 14 5 4 | 1852 | | |
| " " - - - " | 5 6 8 | 1853 | | |
| " " - - - " | 4 10 0 | 1853 | | |
| " " - - - " | 40 0 0 | 1855 | | |
| " " - - - " | 70 0 0 | 1857 | | |
| " " - - - " | 10 18 0 | 1857 | | |
| " " - - - " | 107 10 0 | 1858 | | |
| Burgh Castle - - - N.S. 11 | 24 0 0 | 1853 | 2 13 6½ | 46 1 4 |
| Bury St. Edmund's, St. James' N.S. 3 | 500 0 0 | 1855 | 10 19 0¾ | 915 15 4 |
| Bury St. Edmund's, St. John's Infant School - - - 3 | - - - | - - - | - - - | 2 10 0 |
| Bury St. Edmund's, St. Mary's Par. 3 | - - - | - - - | - - - | 39 16 8 |
| Bury St. Edmund's, St. Mary's, Infants - - - 3 | - - - | - - - | - - - | 63 1 0 |
| Butley - - - N.S. 7 | 80 0 0 | 1843 | 1 12 7 | 4 0 0 |
| Campsea Ash - - Ch. of E. 7 | - - - | - - - | - - - | 54 10 0 |
| Capel, St. Mary's - - N.S. | 225 0 0 | 1856 | | |
| Carlton Colville - - N.S. 10 | 60 0 0 | 1844 | 4 10 0 | 55 2 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| SUFFOLK—*cont.* | | | | |
| Chelmondiston - - - N.S. 7 | 280 0 0 | 1857 | 4 14 11½ | 57 6 0 |
| Chevington - - - N.S. | 144 0 0 | 1848 | | |
| Clare - - - Ch. of E. 3 | 422 0 0 | 1859 | - - - | 18 3 4 |
| Cockfield, Parish - - N.S. 3 | 229 4 0 | 1857 | 1 9 10 | 76 14 4 |
| Coddenham Endowed School - | 111 0 0 | 1861 | | |
| Copdock and Washbrook - N.S. | 50 0 0 | 1842 | | |
| Cransford - - - - N.S. | 97 4 0 | 1855 | | |
| Dallinghoe and Charsfield - N.S. 9 | 146 0 0 | 1849 | 1 3 5 | 52 11 0 |
| Debach - - - - N.S. | 113 0 0 | 1859 | | |
| Debenham - - - N.S. | *70 0 0 | 1835 | | |
| Drinkstone - - - N.S. | 220 0 0 | 1861 | | |
| Erwarton - - - - N.S. | *27 0 0 | 1839 | 1 13 1¾ | |
| Eye - - - - N.S. 7 | 250 0 0 | 1859 | 4 1 8¼ | 126 19 8 |
| Eyke - - - - Par. 8 | 276 0 0 | 1858 | - - - | 28 13 4 |
| Falkenham - - Ch. of E. 8 | - - - | - - - | - - - | 94 7 6 |
| Freckenham - - - N.S. 10 | 30 5 0 | 1856 | - - - | 40 3 0 |
| Fressingfield - - - N.S. 10 | 113 0 0 | 1847 | 5 13 4¾ | 418 17 0 |
| " - - - " | 10 0 0 | 1856 | | |
| Fritton - - - - N.S. | 45 0 0 | 1848 | | |
| Gazeley - - - - N.S. | 34 0 0 | 1844 | | |
| Gorleston and Southtown - N.S. 11 | 228 0 0 | 1841 | 6 13 7¼ | 320 19 8 |
| " " - " | 50 0 0 | 1854 | | |
| Hadleigh - - - B.S. 4 | *200 0 0 | 1837 | 10 13 3 | 542 10 0 |
| " - - - " | 31 3 4 | 1855 | | |
| Hadleigh - - - N.S. 7 | 174 0 0 | 1854 | 11 19 10½ | 529 15 4 |
| Halesworth - - - N.S. 10 | 9 0 0 | 1850 | 8 15 7½ | 1,811 9 6 |
| " - - - " | 120 0 0 | 1855 | | |
| Harkstead - - - N.S. | 60 0 0 | 1848 | 1 11 6¾ | |
| Haverhill - - - B.S. 4 | - - - | - - - | 2 3 7 | 94 12 0 |
| Hawkedon - - - N.S. | 80 0 0 | 1848 | | |
| Helmingham - - Ch. of E. 8 | - - - | - - - | 8 4 0 | 545 3 8 |
| Henley - - - N.S. | *42 0 0 | 1838 | | |
| Hepworth - - - N.S. | 36 6 8 | 1853 | | |
| Hessett - - - N.S. | 80 0 0 | 1848 | 1 9 4 | |
| " - - - " | 19 0 0 | 1856 | | |
| Heveningham - - Ch. of E. 10 | 137 0 0 | 1860 | 2 1 8 | 47 8 4 |
| Hintlesham - - - N.S. | 23 0 0 | 1841 | | |
| Hitcham - - - N.S. 7 | 80 0 0 | 1858 | 2 1 2 | 287 14 0 |
| Holbrook - - - N.S. 7 | 581 8 0 | 1861 | - - - | 87 2 0 |
| Holton - - - N.S. 10 | 184 0 0 | 1859 | 1 12 8½ | 43 4 9 |
| Hoo and Letheringham - N.S. | 40 0 0 | 1844 | 0 17 2½ | |
| Hopton by East Harling - N.S. 3 | 258 18 0 | 1856 | 3 15 0 | 147 11 8 |
| Hopton by Lowestoft - N.S. | 63 15 0 | 1861 | | |
| Horham - - - - N.S. | 121 0 0 | 1858 | | |
| Horningsheath - - - N.S. 3 | - - - | - - - | - - - | 81 11 0 |
| Hoxne and Denham - N.S. 11 | - - - | - - - | 1 1 1½ | 41 5 0 |
| Ilketshall, St. Margaret's - N.S. | 30 0 0 | 1848 | 7 17 4 | |
| Ipswich - - - - P.U. 8 | - - - | - - - | - - - | 70 8 4 |
| Ipswich - - - - Wes. 4 | - - - | - - - | 17 3 5½ | 1,068 13 0 |
| Ipswich - - - - B.S. 4 | 406 7 3 | 1855 | 18 9 11½ | 948 6 10 |
| " - - - " | 68 12 9 | 1857 | | |
| " - - - " | 61 12 8 | 1858 | | |
| Ipswich, Holy Trinity - N.S. 8 | 46 17 4 | 1854 | 8 14 8¼ | 1,055 2 4 |
| " " - " | 2 0 0 | 1856 | | |
| Ipswich, Nottidge, Infants - N.S. 7 | - - - | - - - | - - - | 364 5 0 |
| Ipswich, St. Clement's and St. Helen's - - - N.S. 8 | 145 0 0 | 1843 | 24 0 11 | 2,996 15 6 |
| " " - " | 174 0 0 | 1848 | | |
| " " - " | 54 8 6 | 1852 | | |
| " " - " | 35 19 0 | 1852 | | |
| " " - " | 18 5 0 | 1857 | | |
| " " - " | 113 6 8 | 1857 | | |
| Ipswich, St. Margaret's - N.S. 8 | 172 0 0 | 1852 | 7 2 8 | 835 10 0 |
| Ipswich, St. Matthew's (District) - - - N.S. 8 | 454 0 0 | 1848 | 9 14 1¾ | 2,830 4 4 |
| " " - " | 38 0 0 | 1852 | | |
| " " - " | 36 0 0 | 1853 | | |
| " " - " | 465 0 0 | 1857 | | |
| Ipswich, St. Peter's - - N.S. 8 | 675 0 0 | 1859 | 35 7 9 | 2,958 4 10 |
| Ixworth - - - - N.S. | 50 0 0 | 1841 | | |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| SUFFOLK—*cont.* | | | | |
| Kesgrave, District - - N.S. 7 | - - - | - - - | 11 4 6¾ | 1,339 1 4 |
| Kettlebaston - - - N.S. | *37 0 0 | 1839 | | |
| Lavenham - - - N.S. 3 | *100 0 0 | 1839 | - - - | 99 9 0 |
| " - - - " | 100 0 0 | 1855 | | |
| Laxfield - - - N.S. | 80 0 0 | 1845 | | |
| Leiston - - - N.S. 8 | 202 0 0 | 1848 | 5 17 4½ | 375 4 8 |
| " - - - " | 12 3 6 | 1856 | | |
| " - - - " | 24 0 0 | 1858 | | |
| Lowestoft (Annot's) - - N.S. 10 | 6 13 4 | 1850 | 8 19 4¾ | 693 9 10 |
| Lowestoft, Girls - - - N.S. 10 | 4 10 0 | 1846 | 3 2 0 | 612 12 6 |
| " " - - " | 250 0 0 | 1854 | | |
| Lowestoft, St. John's - - N.S. | 25 3 0 | 1858 | 10 2 2½ | |
| Lowestoft, St. John's Infant - N.S. 10 | 115 0 0 | 1857 | - - - | 636 6 8 |
| " " - " | 14 4 6 | 1858 | | |
| Lowestoft (Wylde's) - - N.S. 10 | - - - | - - - | 4 11 8¾ | 272 5 10 |
| Milford (Long) - - - N.S. 4 | 793 10 0 | 1861 | 6 5 0½ | 19 17 6 |
| Melton - - - - N.S. 8 | 75 0 0 | 1846 | - - - | 56 13 4 |
| " - - - - " | 4 11 6 | 1847 | | |
| " - - - - " | 42 18 4 | 1860 | | |
| Mildenhall (Sir H. Bunbury's), Boys' School - - - - 3 | - - - | - - - | - - - | 508 4 8 |
| Mildenhall (Sir H. Bunbury's), Girls - - - - Ch. of E. 7 | - - - | - - - | - - - | 364 4 10 |
| Mildenhall, West Row - - N.S. 3 | 45 2 4 | 1856 | - - - | 127 1 0 |
| Nayland - - - - B.S. 4 | - - - | - - - | 5 12 3½ | 345 14 7 |
| Newmarket, St. Mary's - - N.S. 3 | 250 0 0 | 1858 | - - - | 80 14 0 |
| Newton - - - - N.S. | *50 0 0 | 1837 | | |
| Norton, St. Andrew's - - N.S. | *50 0 0 | 1837 | | |
| Orford Crown and Castle Lane School - - - - " 7 | - - - | - - - | - - - | 40 11 8 |
| Pakefield - - - N.S. | - - - | - - - | 2 1 8 | |
| Pakenham - - Ch. of E. 3 | - - - | - - - | - - - | 325 15 8 |
| Palgrave - - - N.S. 3 | - - - | - - - | - - - | 91 18 0 |
| Parham - - - N.S. | 37 0 0 | 1841 | | |
| Poslingford - - - N.S. | 32 0 0 | 1844 | | |
| Preston, St. Mary's - - N.S. 3 | 47 16 0 | 1844 | 1 1 11½ | 15 18 4 |
| " " - - " | 100 0 0 | 1857 | | |
| " " - - " | 19 1 8 | 1860 | | |
| Rede - - - - Par. | - - - | - - - | 1 9 5½ | |
| Redgrave and Botesdale - N.S. 11 | 120 0 0 | 1845 | 1 18 8½ | 21 7 0 |
| Rendham - - - N.S. | 67 0 0 | 1842 | | |
| Rendlesham - - - N.S. 9 | - - - | - - - | 4 15 7½ | 332 0 8 |
| Rickinghall (Inferior) - - N.S. 3 | 237 10 0 | 1854 | 1 14 6 | 37 7 0 |
| Rumburgh and St. Michael's - N.S. 10 | 120 0 0 | 1858 | - - - | 82 5 0 |
| Rushmere - - - N.S. 7 | 80 0 0 | 1846 | - - - | 53 5 0 |
| Saxmundham - - - N.S. 8 | - - - | - - - | 2 10 7½ | 380 4 4 |
| Shotley - - - N.S. 7 | 75 0 0 | 1850 | 2 4 11½ | 108 10 0 |
| Snape - - - N.S. 8 | - - - | - - - | 2 1 8 | 40 1 8 |
| Southwold - - - N.S. 10 | 66 0 0 | 1841 | 17 18 3½ | 709 8 4 |
| " - - - " | 35 13 0 | 1848 | | |
| " - - - " | 65 0 0 | 1855 | | |
| " - - - " | 172 8 0 | 1856 | | |
| " - - - " | 400 0 0 | 1858 | | |
| Stoke by Clare - - - N.S. 5 | 141 4 0 | 1856 | 3 17 7½ | 203 18 4 |
| " " - - " | 70 12 0 | 1858 | | |
| Stoke by Nayland (*a*) - - N.S. 8 | - - - | - - - | 3 13 2½ | 75 0 0 |
| Stoneham Aspal - - - N.S. 9 | 71 0 0 | 1846 | - - - | 56 17 6 |
| Stowmarket with Stow-Upland N.S. 3 | *75 0 0 | 1836 | 4 5 8 | 44 5 11 |
| Stratford, St. Mary's - - N.S. 7 | 75 0 0 | 1843 | 1 0 0½ | 91 16 0 |
| " " - - " | 16 10 0 | 1860 | | |
| Sudbury, All Saints' - - N.S. 5 | 333 0 0 | 1848 | 6 13 11½ | 1,079 10 10 |
| " " - - " | 24 0 0 | 1851 | | |
| " " - - " | 40 0 0 | 1853 | | |
| Sudbury - - - - B.S. 4 | 437 0 0 | 1847 | 25 5 9¼ | 2,138 9 10 |
| " - - - - " | 40 0 0 | 1851 | | |
| Sutton - - - N.S. 2 | 240 0 0 | 1857 | - - - | 4 18 0 |
| Tattingstone - - - N.S. | 54 0 0 | 1841 | | |
| Theberton - - - N.S. | *33 0 0 | 1839 | | |
| Thorndon Reformatory - - - 7 | - - - | - - - | - - - | 160 17 11 |
| Thrandeston - - - N.S. 12 | 65 5 0 | 1851 | 1 11 4½ | 55 11 8 |

*a* Inspection withdrawn.

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|---|---|---|---|---|
| **Suffolk—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Tuddenham - - - N.S. | 30 0 0 | 1841 | | |
| Uggeshall - - - N.S. | 70 0 0 | 1844 | | |
| Waldingfield - - N.S. 5 | 23 17 6 | 1859 | - - - | 77 6 8 |
| Walsham-le-Willows - N.S. | 68 0 0 | 1849 | | |
| Walton-cum-Felixtow - N.S. 7 | 51 0 0 | 1852 | 1 8 9 | 172 13 8 |
| Wangford and Henham - N.S. 11 | 70 0 0 | 1844 | 9 5 1 | 23 10 0 |
| " " - " | 416 0 0 | 1861 | | |
| Wattisham - - - N.S. | *20 0 0 | 1837 | | |
| Welnetham, Great - N.S. 10 | 48 15 0 | 1849 | - - - | 8 15 0 |
| " " - " | 18 1 8 | 1856 | | |
| Welnetham, Little - N.S. | 27 0 0 | 1845 | | |
| Westhall - - - N.S. | 273 12 0 | 1855 | 2 4 0 | |
| Westleton - - - N.S. 8 | 125 0 0 | 1843 | 6 10 0 | 120 3 0 |
| " - - - " | 46 0 0 | 1847 | | |
| " - - - " | 42 5 4 | 1859 | | |
| Wetheringsett - - Ch. of E. | 309 3 0 | 1860 | 3 6 8 | |
| Weybread - - - N.S. | 100 0 0 | 1843 | | |
| Wickhambrook, Sunday School N.S. | *40 8 0 | 1835 | | |
| Wickham Market - - B.S. | *55 0 0 | 1835 | | |
| Wickham Market - - N.S. | 77 0 0 | 1842 | | |
| Wickham Skeith - - N.S. | 45 0 0 | 1845 | | |
| Wissett - - - N.S. | 50 0 0 | 1845 | | |
| Witnesham - - Ch. of E. 7 | 25 0 0 | 1858 | 1 2 2½ | 118 3 0 |
| Woodbridge - - - B.S. | 175 0 0 | 1841 | | |
| Woodbridge - - - N.S. 11 | - - - | - - - | - - - | 4 0 0 |
| Woolpit - - - N.S. | *60 0 0 | 1838 | | |
| Wratting, Little - - N.S. | 30 0 0 | 1851 | 1 6 8½ | |
| Wrentham - - - B.S. 2 | *65 0 0 | 1838 | 1 6 8 | 2 15 0 |
| " - - - " | 44 10 0 | 1857 | | |
| Wrentham - - - N.S. 10 | *131 0 0 | 1835 | 0 14 2½ | 24 6 0 |
| Yoxford - - - - N.S. | *100 0 0 | 1837 | | |
| **Surrey.** | | | | |
| Addlestone - - Ch. of E. 5 | - - - | - - - | 3 4 7½ | 75 3 8 |
| Albury - - - - N.S. | *60 0 0 | 1834 | - - - | 26 18 8 |
| Balham, St. Mary's - Ch. of E. 3 | 760 0 0 | 1860 | - - - | 12 10 0 |
| Bankside, Boys - - R.C. 2 | - - - | - - - | 3 0 0 | 249 7 4 |
| Bankside (Great Guildford Street) Girls - - - R.C. 2 | - - - | - - - | 3 18 4 | 434 11 2 |
| Banstead - - - - N.S. 12 | 375 0 0 | 1858 | - - - | 41 19 0 |
| Barnes - - - - N.S. 7 | - - - | - - - | 5 18 0½ | 408 11 6 |
| Battersea, Boys', Practising School - - - - - 8 | 120 0 0 | 1841 | 18 2 11½ | 1,976 15 0 |
| " " - " | 49 0 0 | 1843 | - - - | |
| " " - " | 31 0 0 | 1843 | - - - | |
| Battersea, Girls and Infants - N.S. 6 | 351 0 0 | 1851 | 9 17 10½ | |
| Battersea Fields, St. George's - N.S. 6 | 1,550 0 0 | 1857 | 7 18 4½ | 729 5 4 |
| Battersea Grove - - - B.S. 2 | 286 0 0 | 1859 | 3 7 7½ | 212 2 8 |
| Battersea (Plough Lane), Girls B.S. 2 | 31 0 0 | 1859 | 1 15 0 | 65 15 0 |
| Beddington and Wallington - N.S. 12 | 120 0 0 | 1844 | 3 1 9½ | 505 3 4 |
| " " - " | 40 0 0 | 1844 | | |
| Bermondsey, Ch. Ch. - - N.S. 6 | 300 0 0 | 1850 | 8 19 2 | 643 10 0 |
| Bermondsey (Great George Street) - - - - B.S. 2 | *225 0 0 | 1835 | - - - | 421 4 4 |
| Bermondsey, St. James' (Spa Road) - - - - N.S. 5 | 400 0 0 | 1842 | 21 10 9½ | 1,405 7 2 |
| " " - " | 18 0 0 | 1857 | | |
| Bermondsey, St. Mary's (Grange Walk) - - - - Par. 9 | - - - | - - - | 5 9 8½ | 119 13 4 |
| Bermondsey, St. Mary Magdalene, Grange Walk, Infants - N.S. 9 | 156 15 0 | 1854 | - - - | 35 10 4 |
| Bermondsey, St. Paul's - - N.S. 9 | 300 0 0 | 1850 | 19 3 4½ | 921 17 2 |
| " " - " | 290 0 0 | 1859 | | |
| Bermondsey (Star Corner) - N.S. 9 | - - - | - - - | 22 16 0½ | 1,020 16 8 |
| Bisley - - - - N.S. | 70 0 0 | 1847 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| SURREY—*cont.* | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Blackfriars Road, Ch. Ch. (Green Walk) - - - N.S. | *228 0 0 | 1837 | | |
| Blindley Heath - - - N.S. | 82 10 0 | 1851 | 1 13 4½ | 113 18 4 |
| Bookham, Great - - - N.S. 12 | - - - | - - - | 3 2 6½ | 134 9 2 |
| Borough Road, Model - - B.S. 1 | 500 0 0 | 1852 | - - - | 6,176 4 8 |
| Bramley - - - - N.S. 5 | - - - | - - - | 3 3 10½ | 520 6 9 |
| Brixton Hill - - - B.S. 3 | *90 0 0 | 1839 | | |
| Brixton Hill - - - Wes. 3 | - - - | - - - | 4 8 4 | |
| Brixton Hill, Grove House Reformatory School - - - | - - - | - - - | 2 1 8½ | 962 11 0 |
| Brixton, North, Ch. Ch. - - N.S. 4 | 581 0 0 | 1861 | 4 8 11½ | |
| Brixton, North, St. John's (Angel Town) - - - - N.S. 7 | 741 15 0 | 1852 | 6 13 8¾ | 197 17 4 |
| Broadwall - - - - N.S. | 50 0 0 | 1848 | | |
| Brockham, Home and Industrial School - - - - 2 | - - - | - - - | - - - | 78 18 7 |
| Brockham - - - - N.S. | - - - | - - - | 1 0 0 | |
| Burstow, District - Ch. of E. | 277 0 0 | 1861 | | |
| Byfleet - - - - N.S. | 382 0 0 | 1857 | | |
| " " - - - " | 36 15 6 | 1859 | | |
| Camberwell, Camden District - N.S. 12 | 571 0 0 | 1847 | 23 19 0 | 2,043 14 2 |
| " " " - - " | 78 0 0 | 1851 | *a*6 13 4 | |
| " " " - - " | 87 0 0 | 1852 | | |
| Camberwell, Ch. Ch. - - N.S. 5 | 200 0 0 | 1842 | 23 6 9½ | 2,391 15 6 |
| " " " - - " | 11 10 0 | 1847 | *a*6 13 4 | |
| " " " - - " | 60 0 0 | 1852 | | |
| Camberwell, Ch. Ch., Ragged and Industrial - - - | 361 0 0 | 1856 | | |
| Camberwell (Crawford Street, Cold Harbour Lane) - - B.S. 1 | 200 0 0 | 1841 | 26 0 10½ | 2,393 11 2 |
| " " " - - " | 60 0 0 | 1845 | | |
| " " " - - " | 159 0 0 | 1849 | | |
| " " " - - " | 85 0 0 | 1854 | | |
| " " " - - " | 43 2 6 | 1861 | | |
| Camberwell, (Denmark Street,) St. Matthew's - - - N.S. 7 | - - - | - - - | 2 13 4½ | 155 10 10 |
| Camberwell, St. George's - N.S. 12 | - - - | - - - | 6 4 4 | 39 15 4 |
| Camberwell, Green Coat - - N.S. 12 | - - - | - - - | 18 7 2½ | 1,445 18 6 |
| Camberwell (Leipsic Road) - B.S. 2 | *100 0 0 | 1837 | 4 9 3½ | 1,002 3 4 |
| Carshalton - - - N.S. 12 | - - - | - - - | - - - | 23 10 0 |
| Carshalton - - - B.S. 2 | - - - | - - - | - - - | 132 4 8 |
| Cheam and Cuddington - N.S. 12 | 172 0 0 | 1859 | 6 13 7 | 497 9 4 |
| Chertsey - - - - N.S. | 140 0 0 | 1846 | | |
| Chertsey - - - - P.U. 7 | - - - | - - - | - - - | 75 0 0 |
| Chessington and Hook - - N.S. | 21 0 0 | 1849 | | |
| Chiddingfold - - - N.S. | *30 0 0 | 1837 | | |
| Chobham, St. Laurence - Ch. of E. 5 | - - - | - - - | 2 5 7¾ | 43 19 0 |
| Chobham, Valley End - Ch. of E. 5 | 271 0 0 | 1859 | 1 13 4 | 11 3 4 |
| Clandon, West - - - N.S. | - - - | - - - | 1 0 11 | |
| Clapham, All Saints' - - N.S. 3 | - - - | - - - | - - - | 41 18 4 |
| Clapham (Bowyer's) - - N.S. 6 | 224 0 0 | 1847 | 13 9 8½ | 1,155 14 8 |
| Clapham, Boys - - - Par. 6 | *180 0 0 | 1839 | 12 3 9½ | 1,070 18 8 |
| Clapham, Acre Square - Free S. 3 | - - - | - - - | - - - | 2 8 4 |
| Clapham, St. James' - - N.S. 5 | 60 0 0 | 1845 | 8 10 5½ | 308 16 0 |
| " " - - - " | 1,014 0 0 | 1859 | | |
| Clapham, St. Mary's - - R.C. 5 | - - - | - - - | 5 18 5½ | 316 10 6 |
| Clapham (Wandsworth Road), Commercial - - Ch. of E. 12 | - - - | - - - | 3 2 3¾ | 308 15 0 |
| Clapham (Wirtemburg Place) - B.S. 2 | *300 0 0 | 1840 | 17 1 9½ | 1,169 3 8 |
| " " " - - " | 24 0 0 | 1856 | | |
| " " " - - " | 28 5 0 | 1859 | | |
| " " " - - " | *30 0 0 | 1839 | | |
| Claygate - - - - N.S. | | | | |
| Cobham - - - - N.S. 5 | - - - | - - - | - - - | 79 0 0 |
| Coldharbour - - - N.S. 7 | - - - | - - - | - - - | 24 0 0 |
| Coldharbour, Infant - - N.S. 5 | - - - | - - - | - - - | 33 0 0 |
| Compton - - - - N.S. | 32 0 0 | 1841 | | |
| Cranley - - - - N.S. 5 | 112 0 0 | 1849 | 5 8 7½ | 851 14 6 |
| " - - - - " | 5 0 0 | 1858 | | |
| Croydon (Archbishop Tenison's) Ch. of E. 12 | - - - | - - - | 5 16 2¼ | 538 15 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| SURREY—*cont.* | | | | |
| Croydon - - - - B.S. 1 | 340 0 0 | 1848 | 23 4 0½ | 1,552 9 8 |
| " - - - - " | 27 14 0 | 1853 | | |
| " - - - - " | 24 0 0 | 1854 | | |
| " - - - - " | 54 0 0 | 1859 | | |
| " - - - - " | 15 0 0 | 1860 | | |
| Croydon, Ch. Ch. - - - N.S. 3 | 671 0 0 | 1857 | 5 12 0 | 178 18 8 |
| Croydon St. George's (Whitgift's) Boys and Girls - - N.S. 12 | - - - | - - - | 12 18 3½ | 1,641 4 0 |
| " " " - - " | - - - | - - - | *a*10 0 0 | |
| Croydon, St. James' " - - N.S. 3 | 477 0 0 | 1853 | 3 3 10¼ | 327 3 0 |
| " " " - - " | 119 5 0 | 1854 | | |
| Croydon, St. Peter's - Ch. of E. 3 | 444 0 0 | 1858 | 2 1 8½ | 71 8 4 |
| Ditton, Thames, Infants - N.S. 4 | 86 0 0 | 1847 | 3 6 8¾ | 86 0 0 |
| Ditton, Thames, Boys and Girls N.S. | 313 10 0 | 1861 | | |
| Dorking - - - - B.S. 5 | 130 0 0 | 1843 | 4 15 11 | 295 19 0 |
| Dorking and South-east Stoke Schoolmasters' Association - | - - - | - - - | 2 10 0½ | |
| Dorking, St. Paul's District - N.S. 8 | 550 0 0 | 1860 | 5 0 0 | 55 8 0 |
| Dulwich (East) and Peckham Rye N.S. 11 | - - - | - - - | 3 14 2½ | 248 12 0 |
| Effingham - - - - N.S. 12 | 285 0 0 | 1857 | 5 15 2½ | 653 18 8 |
| Elstead - - - - N.S. | 92 0 0 | 1850 | 3 3 7 | 47 12 0 |
| " - - - - " | 10 5 0 | 1859 | | |
| Elstead - - - - B.S. | - - - | - - - | - - - | 5 0 0 |
| Englefield Green - - - N.S. 7 | - - - | - - - | 4 1 7 | 154 6 8 |
| Epsom - - - - N.S. 12 | 10 13 4 | 1849 | 9 14 1½ | 896 10 4 |
| " - - - - " | 18 6 8 | 1858 | | |
| Epsom - - - Inft. Sch. 12 | - - - | - - - | - - - | 73 18 4 |
| Esher - - - - N.S. | 996 0 0 | 1859 | - - - | 10 0 0 |
| Ewell - - - - N.S. 12 | 849 8 0 | 1861 | 11 0 3½ | 653 11 5 |
| Ewhurst - - - - N.S. | 125 0 0 | 1847 | 4 8 3½ | 55 9 10 |
| Farncombe - - - - N.S. 5 | 652 0 0 | 1858 | 6 5 0½ | 78 4 0 |
| Farnham - - - - B.S. | *100 0 0 | 1835 | | |
| Farnham - - - - N.S. 5 | 1,059 0 0 | 1860 | 15 5 1 | 1,204 11 8 |
| Fetcham - - - Ch. of E. 12 | - - - | - - - | - - - | 93 11 8 |
| Frencham - - - Ch. of E. 5 | - - - | - - - | - - - | 88 16 8 |
| Godalming - - - - B.S. 6 | 117 0 0 | 1858 | 13 0 1½ | 399 1 4 |
| " - - - - " | 18 0 0 | 1858 | | |
| Godalming - - - - N.S. 5 | 265 0 0 | 1843 | 2 13 4 | 1,590 15 10 |
| " - - - - " | 31 0 0 | 1856 | | |
| " - - - - " | 12 9 6 | 1859 | | |
| Godstone - - - - N.S. 9 | 558 0 0 | 1855 | 8 7 6¾ | 775 3 11 |
| " - - - - " | 50 0 0 | 1859 | | |
| Guildford - - - - B.S. 5 | *100 0 0 | 1837 | 4 10 10½ | 289 9 0 |
| " - - - - " | 228 0 0 | 1858 | | |
| Guildford, Church Schoolmasters' Association - - - | - - - | - - - | 1 13 6½ | |
| Guildford, St. Mary's and Trinity - - - - N.S. 5 | 47 0 0 | 1852 | 6 9 3¼ | 460 17 10 |
| " - - - - " | 117 0 0 | 1858 | | |
| Guildford, St. Nicholas' - - N.S. 5 | 13 15 0 | 1855 | 13 16 1 | 702 19 2 |
| " " - - - " | 16 16 8 | 1859 | | |
| " " - - - " | 247 0 0 | 1860 | | |
| Hale District " - - Ch. of E. 5 | - - - | - - - | - - - | 11 5 0 |
| Ham - - - - N.S. 7 | *90 0 0 | 1839 | 3 12 10 | 112 12 0 |
| " - - - - " | 100 0 0 | 1846 | | |
| Hatcham, St. James' - - N.S. 12 | 500 0 0 | 1852 | 3 2 10 | 430 15 4 |
| " " - - - " | 33 0 0 | 1859 | | |
| Herne Hill, St. Paul's (Camberwell) - - - Ch. of E. 3 | - - - | - - - | - - - | 2 10 0 |
| Hersham - - - - N.S. 5 | 45 0 0 | 1842 | 3 11 8½ | 198 1 0 |
| " - - - - " | 100 0 0 | 1859 | | |
| Holmwood - - - N.S. | 90 0 0 | 1845 | | |
| " - - - - " | 95 0 0 | 1854 | | |
| Hook, St. Paul's - - - N.S. | 137 14 0 | 1860 | 1 9 2 | |
| Horley Row - - - N.S. | *115 0 0 | 1835 | | |
| Horsell - - - - N.S. 5 | 134 0 0 | 1852 | 1 0 0 | 276 8 4 |
| John Street (Old Kent Road) - Wes. 2 | - - - | - - - | 5 5 0 | 211 6 8 |
| Kennington, East (Bolton Street) - - - - N.S. 6 | 303 0 0 | 1848 | 11 1 9 | 624 13 0 |
| " " " - - " | 307 0 0 | 1858 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| SURREY—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Kennington (Regency Place) - N.S. 3 | 143 3 4 | 1852 | 10 19 3 | 148 6 4 |
| Kennington, The Oval - - N.S. 12 | - - - | - - - | 21 0 5¾ | 2,024 12 4 |
| Kent Road - - - B.S. 3 | - - - | - - - | 11 6 6¾ | 381 3 8 |
| Kent Road, Ragged and Industrial - - - - - 3 | - - - | - - - | - - - | 19 14 8 |
| Kent Town (East Molesey) - N.S. 9 | 166 0 0 | 1860 | 2 2 5½ | 46 14 0 |
| Kew, The Queen's School - - 7 | - - - | - - - | - - - | 175 3 8 |
| Kingston-on-Thames, Public Free School - - - 12 | - - - | - - - | 7 8 0¼ | 1,103 9 6 |
| Kingston Vale, Robin Hood School - - - - 7 | - - - | - - - | - - - | 52 0 0 |
| Kingswood - - Ch. of E. 12 | - - - | - - - | - - - | 185 6 6 |
| Lambeth, All Saints' - Ch. of E. 7 | 200 0 0 | 1855 | 3 14 10½ | 95 15 4 |
| " " - " | 246 0 0 | 1859 | | |
| Lambeth (Archbishop Tenison's), Girls (High Street) - N.S. 12 | 29 0 0 | 1857 | 3 6 7 | 312 5 0 |
| Lambeth, Belvidere Crescent Reformatory - - - | - - - | - - - | - - - | 739 19 1 |
| Lambeth Chapel (China Terrace) Wes. 2 | - - - | - - - | 29 9 0¾ | 2,451 15 0 |
| Lambeth, Free Evening School (65, High Street) - - | 42 14 0 | 1850 | | |
| Lambeth, George Street - B.S. 2 | - - - | - - - | 6 11 9 | 492 12 8 |
| Lambeth, Holy Trinity - - N.S. 4 | 450 0 0 | 1852 | 2 13 9½ | 186 3 4 |
| Lambeth (Norwood) - - P.U. 4 | - - - | - - - | - - - | 226 10 0 |
| Lambeth (South), Spring Grove N.S. 12 | 130 0 0 | 1844 | 6 4 5½ | 558 11 8 |
| Lambeth, St. Barnabas' - N.S. 3 | 300 0 0 | 1850 | 13 16 1 | 1,079 2 4 |
| " " " - " | - - - | - - - | *a*10 0 0 | |
| Lambeth, St. John's (Waterloo Road) - - - N.S. 9 | - - - | - - - | 6 6 10 | 389 5 4 |
| Lambeth, St. Mary's - - Par. 12 | *200 0 0 | 1837 | 6 13 2½ | 942 4 10 |
| " " - " | 43 0 0 | 1856 | | |
| " " - " | 17 4 0 | 1857 | | |
| " " - " | 50 0 0 | 1858 | | |
| Lambeth, St. Mary's Infant School - - - " 12 | - - - | - - - | - - - | 111 13 4 |
| Lambeth, St. Mary-the-Less - N.S. | 1,930 0 0 | 1861 | 16 14 2⅓ | |
| Lambeth, St. Mary's District Chapel - - - N.S. 12 | - - - | - - - | 13 11 0 | 791 15 4 |
| Lambeth, St. Thomas' - - N.S. 12 | - - - | - - - | 6 4 0¾ | 511 14 8 |
| Lambeth, South, St. Stephens, Dorset Street (*b*) - - N.S. 7 | 400 0 0 | 1848 | 22 18 3⅞ | 2,287 3 0 |
| " " " - " | 50 0 0 | 1854 | *a*10 11 10 | |
| " " " - " | 85 0 0 | 1857 | | |
| Leatherhead - - - N.S. 12 | *80 0 0 | 1839 | 7 18 3¾ | 626 15 0 |
| " - - - " | 60 0 0 | 1847 | | |
| " - - - " | 20 0 0 | 1843 | | |
| Leigh - - - N.S. 8 | 82 0 0 | 1850 | - - - | 35 7 0 |
| Lingfield - - - N.S. | 353 0 0 | 1858 | 2 18 3¾ | 51 17 2 |
| Loseley School - - - - 5 | - - - | - - - | 1 3 11 | 37 10 0 |
| Merstham - - - Ch. of E. 9 | - - - | - - - | 2 3 4¾ | 50 13 6 |
| Merton Road - - - N.S. | *53 0 0 | 1839 | | |
| Mickleham - - - N.S. 6 | 90 0 0 | 1844 | 3 13 5½ | 75 18 0 |
| Mitcham - - - N.S. 9 | *120 0 0 | 1838 | 10 11 6¾ | 1,748 0 10 |
| Morden - - - N.S. | - - - | - - - | - - - | 146 5 0 |
| Mortlake - - - - N.S. 3 | 24 0 0 | 1857 | 9 16 9¼ | 1,034 6 8 |
| Mortlake - - - B.S. | 60 0 0 | 1843 | - - - | 5 0 0 |
| " - - - " | 56 0 0 | 1844 | | |
| " - - - " | 75 0 0 | 1844 | | |
| " - - - " | 50 0 0 | 1846 | | |
| Mortlake, St. Mary's - - R.C. 8 | 100 0 0 | 1861 | 2 4 2 | 296 10 0 |
| Moulsey, East - - N.S. 7 | 211 0 0 | 1860 | - - - | 53 15 0 |
| Moulsey, West - - N.S. 5 | *25 0 0 | 1839 | 1 6 8 | 195 2 8 |
| Newington, St. Mary's - - N.S. 7 | 200 0 0 | 1853 | 24 8 5½ | 2,028 18 4 |
| Newington, Trinity - - N.S. 9 | 300 0 0 | 1843 | 19 6 9¼ | 1,605 11 8 |
| " " - " | 75 0 0 | 1846 | | |
| " " - " | 91 10 0 | 1849 | | |
| Norbiton - - - N.S. 12 | 178 6 8 | 1853 | 6 8 6 | 335 7 0 |
| " - - - " | 62 0 0 | 1858 | | |
| " - - - " | 27 0 0 | 1859 | | |
| Norwood, Lower - - Wes. 2 | - - - | - - - | 2 18 4¼ | 1 5 0 |

*a* Scientific apparatus.

*b* Formerly called Stockwell, St. Michael's.

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|---|---|---|---|---|
| **Surrey—*cont.*** | | | | |
| Norwood, St. Luke's - N.S. 12 | - - - | - | 3 6 8½ | 425 12 6 |
| Norwood, South, St. Mark's Ch. of E. | 148 4 0 | 1861 | | |
| Nutfield - - - - N.S. | 75 0 0 | 1849 | | |
| Ockham, Industrial - B.S. 5 | - - - | - | 15 7 6 | 978 17 2 |
| Ockley - - - - Par. 8 | - - - | - | 1 19 2½ | 21 16 0 |
| Peckham - - - - N.S. 3 | - - - | - | 5 0 10½ | 818 0 0 |
| Peckham, Boys - - - B.S. 2 | - - - | - | - - - | 17 18 4 |
| Peckham, Girls - - - B.S. 2 | - - - | - | - - - | 112 5 0 |
| Peckham, Lancasterian School - - | - - - | - | 1 4 11 | |
| Peckham New Town, St. Francis' R.C. 4 | - - - | - | - - - | 168 16 0 |
| Peckham, St. Mary Magdalen's - N.S. 9 | 674 0 0 | 1857 | 9 5 9½ | 264 19 0 |
| Penge, Infants - - Ch. of E. 5 | 276 0 0 | 1860 | - - - | 12 10 0 |
| Petersham - - - - B.S. 2 | - - - | - | *a* 6 13 4 | 225 19 2 |
| Putney - - - - N.S. 12 | - - - | - | - - - | 1,028 9 10 |
| Putney, Infants - - - N.S. | 222 10 0 | 1854 | 12 18 6½ | |
| " " - - - " | 120 0 0 | 1855 | | |
| Ranmore, St. Barnabas - Ch. of E. 5 | - - - | - | - - - | 36 0 0 |
| Redhill Reformatory - - - | - - - | - | 9 18 6½ | 2,551 13 5 |
| Redhill, St. John's - - N.S. 9 | 200 0 0 | 1846 | 9 8 10½ | 926 15 0 |
| " " - - - " | 23 0 0 | 1856 | | |
| " " - - - " | 12 3 0 | 1857 | | |
| " " - - - " | 58 10 0 | 1860 | | |
| Reigate - - - - N.S. 9 | 1,176 0 0 | 1855 | 5 11 0½ | 606 10 5 |
| Richmond - - - Par. 12 | - - - | - | - - - | 973 19 4 |
| Richmond, New, Sheen Vale, Infants - - - - Par. 12 | - - - | - | - - - | 101 12 0 |
| Richmond, St. Elizabeth's - R.C. 8 | - - - | - | 1 17 6 | 189 16 8 |
| Richmond, St. John's, Girls and Infants - - - N.S. 12 | 107 0 0 | 1844 | 18 8 5½ | 310 3 4 |
| " " " - - " | 40 0 0 | 1852 | | |
| Ripley - - - - N.S. 5 | 120 0 0 | 1847 | 9 5 5½ | 412 15 0 |
| " - - - - " | 35 0 0 | 1858 | | |
| Rotherhithe, Amicable Society's S. - 6 | - - - | - | 10 10 0 | 658 6 10 |
| Rotherhithe, Ch. Ch. - - N.S. 3 | 324 0 0 | 1842 | 1 10 0 | 174 0 4 |
| Rotherhithe (Clarence Street), Green Coat School - - - 3 | 246 0 0 | 1846 | 13 16 4 | 789 18 0 |
| Rotherhithe (Clarence Street), Ragged School - - - 9 | 650 0 0 | 1858 | 2 9 5½ | 119 13 4 |
| Rotherhithe, Holy Trinity - N.S. 12 | 12 0 0 | 1846 | 18 16 8½ | 1,044 9 0 |
| " " - - - " | 28 0 0 | 1847 | | |
| " " " - - " | 39 4 4 | 1857 | | |
| " " " - - " | 7 11 6 | 1860 | | |
| Rotherhithe, Medway Place - B.S. 2 | - - - | - | 4 15 5½ | 146 13 4 |
| Rotherhithe, St. Mary's (Deptford Road) - - - N.S. 7 | *600 0 0 | 1837 | 25 6 4 | 2,789 3 0 |
| " " " - - " | *88 0 0 | 1837 | | |
| " " " - - " | 24 0 0 | 1848 | | |
| Rotherhithe, St. Paul's (Surrey Canal) - - - N.S. 12 | 132 0 0 | 1847 | 3 6 8 | 543 14 0 |
| Rotherhithe (Silver Street) - B.S. | *160 0 0 | 1837 | | |
| Seal and Tongham - - N.S. | 105 0 0 | 1850 | | |
| Send - - - - - N.S. | 225 10 6 | 1855 | | |
| Shalford - - - - N.S. 5 | 481 4 0 | 1856 | 2 6 2½ | 181 16 8 |
| Shere - - - - N.S. | 100 0 0 | 1843 | | |
| South Metropolitan District - P.U. 7 | - - - | - | - - - | 402 5 0 |
| Southwark, Bridewell, House of Occupation School - - 11 | - - - | - | - - - | 2,340 5 0 |
| Southwark Chapel - - Wes. 2 | - - - | - | 28 8 10½ | 1,192 8 2 |
| Southwark, Dean Street South, Protestant Dissenters School - 3 | - - - | - | - - - | 13 0 0 |
| Southwark, St. George the Martyr - - - - N.S. 3 | *225 0 0 | 1839 | 38 2 9½ | 1,574 6 10 |
| " " - - - " | 86 0 0 | 1848 | *a* 19 12 8 | |
| " " - - - " | 26 13 4 | 1850 | | |
| Southwark, St. George the Martyr - - - - P.U. 3 | - - - | - | - - - | 5 16 8 |
| Southwark, St. George's - R.C. 1 | - - - | - | 7 8 1½ | 367 5 0 |
| Southwark, St. Joseph's - R.C. 3 | - - - | - | - - - | 102 8 4 |
| Southwark, St. Jude's - - N.S. 5 | - - - | - | 25 18 8½ | 1,407 3 0 |
| Southwark, St. Jude's Infants - N.S. 7 | - - - | - | - - - | 321 18 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| SURREY—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Southwark, St. Mary's - N.S. 12 | 405 0 0 | 1846 | 35 19 0 | 3,046 1 0 |
| " " - " | 182 0 0 | 1846 | *a*6 13 4 | |
| Southwark, St. Michael's, - N.S. 3 | - - - | - - - | 3 3 4½ | 82 1 8 |
| Southwark, St. Paul's - Ch. of E. 12 | 400 0 0 | 1855 | 8 0 0 | 273 0 2 |
| " " - " | - - - | - - - | *a*16 6 0 | |
| Southwark, St. Peter's - N.S. 3 | 312 0 0 | 1848 | - - - | 12 0 0 |
| Southwark, St. Stephen's - N.S. | 306 0 0 | 1850 | | |
| " " - " | 18 7 5 | 1857 | | |
| Stockwell, British and Foreign Society's Practising School - 2 | 642 12 0 | 1861 | | |
| Stockwell (Chapel Street) - N.S. 3 | - - - | - - - | 10 0 10½ | 1,080 17 6 |
| Stockwell, St. Michael's (Ingleton Street) - - - N.S. 7 | - - - | - - - | *a*10 10 0 | 386 15 0 |
| Stockwell, South Street, Infants Ch. of E. 3 | - - - | - - - | - - - | 14 18 4 |
| Stoke-next-Guildford - Ch. of E. 5 | 819 0 0 | 1857 | 3 9 8½ | 322 0 4 |
| Streatham - - - N.S. 7 | - - - | - - - | 5 13 10½ | 952 6 7 |
| Streatham, Ch. Ch. - - N.S. 5 | - - - | - - - | 15 0 7½ | 633 2 10 |
| Surbiton - - - - N.S. 12 | 271 0 0 | 1849 | 4 0 0 | 458 15 6 |
| " - - - - " | 320 0 0 | 1857 | | |
| Surrey Church Schoolmasters' Association - - - | - - - | - - - | 3 19 10 | |
| Surrey (North), District School P.U. 5 | - - - | - - - | - - - | 478 11 8 |
| Sutton - - - - N.S. 12 | 400 0 0 | 1855 | 3 4 9½ | 26 19 4 |
| Tandridge - - - Ch. of E. 9 | - - - | - - - | - - - | 4 10 0 |
| Tandridge, Oxted, and Godstone N.S. 9 | - - - | - - - | 2 11 8 | 387 2 10 |
| Thorpe - - - - N.S. 12 | 84 0 0 | 1847 | 1 13 4½ | 158 2 0 |
| Thursley - - - - N.S. | 16 2 0 | 1857 | 2 16 11 | 3 2 0 |
| Tooting (Drouett's Pauper School) - | - - - | - - - | - - - | 3 2 6 |
| Tooting, Lower, Boys and Girls Par. 5 | - - - | - - - | 10 9 8 | 1,020 17 0 |
| Tooting, Parochial, Infants Ch. of E. 6 | 492 0 0 | 1855 | 2 10 1 | 226 6 0 |
| Vauxhall Walk - - - Wes. 2 | - - - | - - - | 9 11 6 | 1,140 9 8 |
| Virginia Water - - - N.S. 11 | 108 0 0 | 1844 | - - - | 147 14 0 |
| Walton-on-Thames - Ch. of E. 12 | 526 0 0 | 1858 | 7 18 10½ | 94 0 0 |
| Walworth, Beresford Episcopal Chapel School - - - - 4 | - - - | - - - | 7 14 10½ | 419 19 4 |
| Walworth (Mount Street) - B.S. | *30 0 0 | 1839 | | |
| Walworth, St. Peter's - - N.S. 9 | 403 10 0 | 1852 | 7 14 11 | 1,894 17 6 |
| Wandsworth - - - N.S. 12 | *50 0 0 | 1836 | - - - | 84 0 4 |
| Wandsworth, Bridge House Reformatory - - - - | - - - | - - - | - - - | 1,923 4 3 |
| Wandsworth, Family Home - 2 | - - - | - - - | 0 13 4 | 325 9 3 |
| Wandsworth, Point Pleasant - B.S. 2 | 75 0 0 | 1857 | 9 12 10 | 433 11 8 |
| Wandsworth, St. Anne's - Ch. of E. 3 | 740 0 0 | 1859 | 8 6 8 | 224 2 6 |
| " " - " | - - - | - - - | *a*10 0 0 | |
| Wandsworth, St. Mary's (Summer's Town), Boys' & Girls' Ch. of E. 5 | - - - | - - - | 5 2 2 | 145 17 8 |
| Wandsworth (Summer's Town), Infants - - - - N.S. | 43 10 0 | 1852 | | |
| Waverley Compton - - - N.S. 5 | - - - | - - - | 1 19 6½ | 152 3 4 |
| Westcott - - - - N.S. 5 | 500 0 0 | 1854 | 10 13 5 | 445 3 1 |
| Westow Hill - - - B.S. 2 | - - - | - - - | 3 19 2 | 139 8 4 |
| Weybridge - - - N.S. 12 | - - - | - - - | 8 14 10 | 399 0 0 |
| Wimbledon - - - N.S. 12 | *50 0 0 | 1836 | 17 1 6½ | 972 4 10 |
| Witley - - - - N.S. | - - - | - - - | - - - | 15 0 0 |
| Woking - - - - N.S. | 200 0 0 | 1849 | 2 7 8 | 23 7 9 |
| Woking, Infants' - - N.S. 5 | - - - | - - - | - - - | 29 11 8 |
| Woking, St. John's - Ch. of E. 4 | 189 0 0 | 1856 | - - - | 149 18 0 |
| Wonersh - - - - N.S. 5 | 80 0 0 | 1842 | 2 14 8 | 208 13 0 |
| " - - - - " | 25 0 0 | 1844 | | |
| Wotton - - - - Par. 8 | - - - | - - - | 1 14 3½ | 57 5 0 |
| Wrecclesham - - - N.S. 5 | 45 0 0 | 1841 | 2 14 6½ | 218 5 0 |
| " - - - - " | 30 0 0 | 1849 | | |
| " - - - - " | 189 0 0 | 1856 | | |
| " - - - - " | 447 8 0 | 1860 | | |
| York Town - - - - N.S. | - - - | - - - | 1 10 8½ | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Sussex.** | £ s. d. | | £ s d. | £ s. d. |
| Albourne - - - N.S. | 52 0 0 | 1844 | | |
| Alfriston - - - N.S. | 58 0 0 | 1845 | | |
| Arundel - - - Ch. of E. 9 | - - - | - - - | 14 12 11½ | 1,233 3 9 |
| " - - - | - - - | - - - | *a*6 11 6 | |
| Barcombe (Church Meadow) - " N.S. | *48 0 0 | 1842 | | |
| Battle and Langdon - - N.S. 9 | 204 0 0 | 1847 | 10 17 3½ | 427 18 8 |
| Beddingham - - - N.S. | 53 0 0 | 1846 | 1 3 11 | |
| " - - - " | 29 10 0 | 1859 | | |
| Berwick - - - - N.S. 9 | 108 0 0 | 1854 | - - - | 14 3 4 |
| Bexhill - - - - N.S. 9 | - - - | - - - | - - - | 109 5 0 |
| Bexhill, St. Mark's - - N.S. 9 | - - - | - - - | - - - | 6 1 0 |
| Billinghurst - - Ch. of E. 5 | - - - | - - - | - - - | 79 6 8 |
| Bishopstone - - - N.S. | *127 0 0 | 1850 | | |
| Bodle Street Green, St. John's Ch. of E. 5 | - - - | - - - | - - - | 77 12 4 |
| Bolney - - - - N.S. | *35 0 0 | 1839 | | |
| Bosham - - - - N.S. | *90 0 0 | 1835 | | |
| Boxgrove - - - Ch. of E. 9 | - - - | - - - | - - - | 10 10 0 |
| Brede - - - - N.S. 9 | 85 0 0 | 1843 | - - - | 88 8 0 |
| " - - - " | 46 0 0 | 1845 | | |
| Brighton and Sussex Church Schoolmasters' Association - | - - - | - - - | 10 0 0 | |
| Brighton (Central) - - N.S. 12 | 110 0 0 | 1849 | 41 16 4½ | 2,950 13 4 |
| Brighton, Ch. Ch. - - N.S. 12 | - - - | - - - | 7 17 1½ | 558 9 2 |
| Brighton (Chichester Diocesan), Female Practising School - - 12 | 300 0 0 | 1855 | 5 0 0 | 773 12 8 |
| Brighton (Eastern Rd.), Royal B.S. 8 | 118 0 0 | 1859 | 5 12 8½ | 390 2 6 |
| Brighton (Kemp Town), St. Mark's - - - N.S. 12 | - - - | - - - | 10 5 0 | 324 9 3 |
| Brighton (Kent's Court) - N.S. | *75 0 0 | 1837 | | |
| Brighton (North Lane) - - B.S. | *300 0 0 | 1837 | | |
| Brighton (North Lane) - - N.S. 7 | - - - | - - - | - - - | 14 3 4 |
| Brighton (Middle Street), Union Charity - - B.S. | *250 0 0 | 1838 | | |
| Brighton (Spa and Essex St.) - N.S. 12 | 100 0 0 | 1857 | 21 11 10½ | 1,068 16 6 |
| Brighton, St. John's - - N.S. 12 | 560 0 0 | 1847 | 35 16 1½ | 2,454 9 4 |
| " " " - - " | 51 10 0 | 1854 | | |
| " " " - - " | 110 6 8 | 1854 | | |
| Brighton, St. John's - - R.C. | - - - | - - - | 4 0 7½ | |
| Brighton, St. Margaret's Industrial - 12 | - - - | - - - | - - - | 86 11 8 |
| Brighton, St. Mary's - - R.C. 5 | - - - | - - - | 4 16 2½ | 776 8 4 |
| Brighton, St. Nicholas' - Ch. of E. 12 | - - - | - - - | 4 17 9½ | 421 18 4 |
| Brighton, St. Paul's - - N.S. 12 | - - - | - - - | - - - | 320 13 4 |
| Brighton, St. Stephen's - N.S. 12 | 151 0 0 | 1856 | 8 15 0½ | 269 17 0 |
| Brighton (Warwick Street) - N.S. 12 | 50 0 0 | 1842 | 20 16 9 | 1,397 0 1 |
| Brightling - - - N.S. 5 | 158 0 0 | 1857 | - - - | 108 18 4 |
| Broadwater - - - N.S. | 80 0 0 | 1840 | | |
| Burpham - - - - N.S. | 25 0 0 | 1840 | | |
| Burwash - - - - N.S. 5 | 218 0 0 | 1847 | 19 10 1½ | 1,315 13 0 |
| " - - - - " | 7 1 8 | 1850 | | |
| " - - - - " | 155 0 0 | 1860 | | |
| Bury - - - - N.S. | 90 0 0 | 1848 | | |
| Buxted - - - - N.S. 5 | 222 0 0 | 1858 | 1 15 2½ | 23 15 0 |
| " - - - - " | 101 0 0 | 1859 | | |
| Catsfield - - - - N.S. 9 | 110 0 0 | 1845 | 2 9 10½ | 278 10 4 |
| " - - - - " | 15 0 0 | 1846 | | |
| " - - - - " | 12 15 4 | 1857 | | |
| Chailey - - - - N.S. 11 | 350 0 0 | 1855 | - - - | 48 6 0 |
| Chichester (Central) - - N.S. 9 | - - - | - - - | 25 5 8½ | 2,486 14 10 |
| " - - - " | - - - | - - - | *a*10 0 0 | |
| Chichester (Little London) - B.S. | 198 0 0 | 1848 | | |
| Chichester, St. Pancras', Infts. N.S. 9 | 100 0 0 | 1843 | - - - | 60 3 4 |
| Chichester (Tower Street) - B.S. 8 | 84 3 4 | 1853 | 12 8 7½ | 2,278 11 8 |
| Chiddingley - - - N.S. | 80 0 0 | 1850 | 0 13 11 | |
| Clayton and Keymer - - N.S. | *50 0 0 | 1839 | | |
| Compton and Upmarden - N.S. | 90 0 0 | 1848 | 2 5 8½ | |
| Crawley Down - - N.S. 5 | - - - | - - - | - - - | 5 6 0 |
| Cuckfield and Balcombe - N.S. 5 | 160 0 0 | 1846 | - - - | 129 4 7 |
| Dallington - - - N.S. 9 | 35 0 0 | 1854 | 1 15 0½ | 214 16 2 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| **Sussex—*cont.*** | | | | |
| Ditchling - - - - N.S. 12 | *75 0 0 | 1838 | - - - | 88 10 0 |
| Eastbourne - - - N.S. 9 | 64 0 0 | 1855 | 15 5 5½ | 1,033 15 10 |
| Eastergate - - - N.S. | *50 0 0 | 1838 | | |
| Elsted - - - - N.S. | *34 0 0 | 1838 | | |
| Falmer - - - - N.S. 12 | - - - | - - - | - - - | 286 13 8 |
| Firle, West - - - N.S. | 140 0 0 | 1846 | 4 11 0¾ | 134 15 0 |
| Fletching - - - N.S. 4 | - - - | - - - | 1 8 1½ | 245 7 4 |
| Flimwell - - - N.S. 5 | 84 0 0 | 1848 | 1 2 7 | 14 10 0 |
| Forest Row - - - N.S. 3 | 160 10 0 | 1852 | 5 6 11 | 1,094 8 4 |
| ,, - - - ,, | 67 0 0 | 1854 | | |
| Framfield - - - - N.S. | *65 0 0 | 1837 | | |
| Frankham - - Ch. of E. 5 | - - - | - - - | - - - | 98 10 0 |
| Frant (Free) - - - N.S. 5 | - - - | - - - | 10 4 5½ | 736 0 0 |
| Funtington - - - N.S. 9 | - - - | - - - | - - - | 119 16 0 |
| Glynde - - - N.S. 12 | - - - | - - - | 1 6 6¼ | 145 11 0 |
| Grinstead, East - - - N.S. 5 | 672 0 0 | 1861 | - - - | 29 10 8 |
| Grinstead, West - - Ch. of E. 5 | - - - | - - - | - - - | 30 4 8 |
| Hadlow Down - - - N.S. 5 | *75 0 0 | 1838 | 4 5 11½ | 619 9 4 |
| ,, ,, - - ,, | 60 0 0 | 1850 | | |
| Hailsham - - - - N.S. 9 | 44 0 0 | 1859 | 6 7 7½ | 403 3 7 |
| Halton, St. Clement's - - N.S. 9 | - - - | - - - | 8 5 8 | 184 4 2 |
| Hampnett, West - - - P.U. | - - - | - - - | - - - | 10 0 0 |
| Hartfield - - - - N.S. 5 | 100 0 0 | 1842 | 5 18 6¾ | 492 19 1 |
| ,, - - - - ,, | 8 10 0 | 1854 | | |
| ,, - - - - ,, | 90 0 0 | 1859 | | |
| Hastings - - - - B.S. 7 | *250 0 0 | 1836 | 1 19 5 | 95 15 0 |
| Hastings, All Saints' and St. Clement's - - - N.S. 9 | *220 0 0 | 1836 | 31 15 3½ | 2,160 5 0 |
| ,, ,, ,, - ,, | 213 3 4 | 1853 | | |
| ,, ,, ,, - ,, | 200 0 0 | 1855 | | |
| ,, ,, ,, - ,, | 185 0 0 | 1856 | | |
| Hastings, St. Mary's - - N.S. 9 | 166 0 0 | 1841 | 12 6 11½ | 1,415 1 0 |
| Hawkenbury - - Ch. of E. 4 | - - - | - - - | - - - | 2 10 0 |
| Hayward's Heath - - N.S. 5 | - - - | - - - | - - - | 51 0 0 |
| Heathfield - - - N.S. 5 | - - - | - - - | - - - | 53 15 4 |
| Heighton, South - - Ch. of E. | 203 12 0 | 1861 | 1 9 2¼ | |
| Hellingley - - - N.S. 9 | 170 0 0 | 1845 | 8 7 10 | 428 12 4 |
| Henfield - - - N.S. 12 | 53 0 0 | 1845 | - - - | 201 12 8 |
| Hoathley, West - - - N.S. 5 | 45 0 0 | 1844 | - - - | 2 19 0 |
| ,, ,, - - ,, | 15 0 0 | 1854 | | |
| Hooe - - - - N.S. | 22 0 0 | 1846 | | |
| ,, - - - ,, | 45 0 0 | 1859 | | |
| Horsham - - - - N.S. | - - - | - - - | 2 0 0 | 29 0 0 |
| Horsted, Little - - - N.S. 5 | - - - | - - - | - - - | 49 16 8 |
| Hove, Eastern - - - N.S. 12 | 77 0 0 | 1842 | 5 0 0½ | 159 6 4 |
| Hove, Western - - - N.S. 12 | 469 0 0 | 1858 | 6 6 8¾ | 243 0 0 |
| Hurstmonceaux - - - N.S. 9 | - - - | - - - | 4 8 1 | 247 3 4 |
| Hurst Pierrepoint - - - N.S. 12 | - - - | - - - | 8 0 10¼ | 579 18 8 |
| Icklesham - - - - N.S. | 110 0 0 | 1846 | | |
| Iping - - - - B.S. 8 | - - - | - - - | - - - | 29 1 8 |
| Isfield - - - - N.S. | *50 0 0 | 1840 | | |
| Leonard's, Saint, on Sea - N.S. 9 | *60 0 0 | 1836 | 15 16 8 | 1,483 3 10 |
| ,, ,, - - ,, | 396 0 0 | 1848 | | |
| ,, ,, - - ,, | 109 2 6 | 1861 | | |
| Leonard's, Saint, on Sea, All Souls' - - - - R.C. 5 | - - - | - - - | 8 13 3 | 586 9 2 |
| Leonard's, Saint, on Sea, St. Mary Magdalene's, Industrial - - - Ch. of E. 9 | 684 0 0 | 1857 | 13 15 1½ | 390 16 10 |
| Lewes, All Saints - - N.S. | 248 0 0 | 1841 | | |
| Lewes, All Saints, and Southover, Infants' - - - N.S. 12 | - - - | - - - | 2 8 9 | 40 8 4 |
| Lewes - - - - B.S. 8 | 79 0 0 | 1856 | 5 9 2¾ | 601 19 8 |
| Lewes - - - - N.S. 12 | - - - | - - - | 24 12 2¾ | 1,209 7 2 |
| Lindfield - - - N.S. 5 | 95 10 0 | 1852 | 4 0 7 | 50 10 8 |
| Littlehampton - - - N.S. | 105 0 0 | 1846 | 1 8 7½ | |
| Lodsworth - - - N.S. 5 | 80 0 0 | 1846 | - - - | 208 18 5 |
| ,, - - - - ,, | 8 10 0 | 1856 | | |
| Lurgashall - - - N.S. | 80 0 0 | 1845 | 2 12 0 | |
| ,, - - - - ,, | 10 0 0 | 1845 | | |

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| | Amount. | Date of Payment. | | |
| **Sussex—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Mayfield, Boys - - - N.S. 5 | - - - | - - - | 3 1 9½ | 392 14 8 |
| Mayfield, Girls - - - N.S. 5 | - - - | - - - | 8 6 8¼ | 148 5 0 |
| Merston - - - N.S. | 37 0 0 | 1842 | | |
| Midhurst - - - N.S. | 170 0 0 | 1855 | | |
| Mountfield and Whatlington - N.S. 5 | 52 0 0 | 1850 | - - - | 27 5 0 |
| Netherfield - - - N.S. 9 | - - - | - - - | - - - | 41 12 0 |
| Newhaven - - - N.S. 12 | 130 0 0 | 1844 | 6 5 7¼ | 330 9 6 |
| Ninfield - - - N.S. | 100 0 0 | 1854 | 1 10 0 | |
| North Heath - - - N.S. | 146 0 0 | 1858 | 1 17 5½ | |
| Northiam - - - N.S. 9 | 58 0 0 | 1857 | 3 17 9½ | 28 8 0 |
| Nutbourne - - - N.S. | 96 16 0 | 1859 | 2 1 8½ | |
| Nuthurst - - - N.S. 5 | - - - | - - - | 1 0 4½ | |
| Offham - - - N.S. 12 | 55 10 0 | 1850 | - - - | 50 14 0 |
| Patcham - - - N.S. 12 | 107 0 0 | 1854 | | |
| Peasmarsh - - - N.S. | 140 0 0 | 1844 | | |
| " - - - " | 29 0 0 | 1856 | - | |
| Pett - - - N.S. | 75 0 0 | 1848 | | |
| Petworth - - - N.S. 5 | - - - | - - - | 5 0 0½ | 52 17 2 |
| Plumpton - - - N.S. | *23 0 0 | 1838 | | |
| Polegate - - - N.S. | 54 0 0 | 1849 | 2 8 0 | |
| Poling - - - N.S. | 87 4 0 | 1856 | 1 0 0 | |
| Portslade and Haugleton - N.S. | 66 10 0 | 1843 | 1 9 4½ | |
| " - - - " | 60 0 0 | 1853 | - | |
| Poynings - - - N.S. | 86 8 0 | 1859 | - | |
| Pulborough - - - N.S. 5 | 336 0 0 | 1858 | 4 13 4½ | 252 6 0 |
| Pyecombe - - - N.S. | 22 5 0 | 1845 | | |
| Ripe - - - N.S. | 35 0 0 | 1843 | | |
| " - - - " | 35 0 0 | 1849 | | |
| Rodmell - - - Par. 12 | - - - | - - - | - - - | 15 8 4 |
| Rotherfield - - - N.S. | - - - | - - - | 1 12 11½ | 129 10 0 |
| Rottingdean - - - N.S. 12 | 280 0 0 | 1860 | | 21 18 0 |
| Rustington - - Ch. of E. | 202 0 0 | 1860 | | |
| Rye - - - Wes. 8 | - - - | - - - | 10 5 1½ | 363 12 |
| Rye Harbour - - Ch. of E. 9 | 190 19 0 | 1861 | - - - | 30 4 4 |
| Salehurst - - - N.S. 5 | *75 0 0 | 1841 | 3 17 3½ | 130 18 4 |
| Sayer's Common - - N.S. 12 | 65 0 0 | 1843 | - - - | 41 3 10 |
| Seaford - - Ch. of E. 9 | 369 12 0 | 1859 | - - - | 34 11 0 |
| Selmeston - - - N.S. 12 | - - - | - - - | - - - | 228 6 8 |
| Slaugham - - - N.S. | 60 0 0 | 1841 | - | |
| Slinfold - - - N.S. 5 | 80 0 0 | 1846 | - - - | 118 10 0 |
| Sompting - - - N.S. | *64 0 0 | 1839 | - | |
| Southbourne and Seaside - N.S. 9 | 150 0 0 | 1852 | 5 17 10 | 770 18 4 |
| " " " | 27 10 0 | 1856 | a10 0 0 | |
| " " " | 115 0 0 | 1859 | - | |
| Southwater - - Ch. of E. 5 | - - - | - - - | - - - | 29 6 8 |
| Southwick - - - N.S. 12 | 70 0 0 | 1844 | 5 12 5½ | 155 1 8 |
| Staplecross - - - Wes. 8 | - - - | - - - | 6 6 8½ | 764 9 8 |
| Steyning - - - N.S. 12 | 70 0 0 | 1841 | 3 0 5½ | 208 12 0 |
| " - - - " | 399 0 0 | 1859 | | |
| Storrington - - - N.S. | *20 0 0 | 1836 | | |
| Stoughton and Racton - N.S. | 62 10 0 | 1843 | 2 5 11½ | 161 15 0 |
| Ticehurst - - - N.S. 5 | 350 0 0 | 1847 | 10 14 0½ | 1,003 18 8 |
| Tidebrook - - - N.S. 5 | 212 0 0 | 1859 | 2 1 8½ | 4 5 0 |
| Tillington - - - N.S. 5 | - - - | - - - | 1 2 4½ | 367 10 0 |
| Twyford - - - N.S. 4 | - - - | - - - | 2 2 6½ | 127 19 0 |
| Uckfield - - - N.S. 5 | 256 10 0 | 1851 | 6 18 6 | 770 19 3 |
| Wadhurst - - - N.S. 5 | *100 0 0 | 1837 | 7 11 0 | 281 5 6 |
| " - - - " | 280 0 0 | 1855 | | |
| Wadhurst, Best Beech Hill District - - Ch. of E. 4 | - - - | - - - | - - - | 27 10 0 |
| Waldron - - - N.S. 5 | - - - | - - - | - - - | 6 5 0 |
| Waltham, Cold - - - N.S. 7 | 82 0 0 | 1843 | - - - | 130 18 0 |
| Warbleton - - - N.S. | *50 0 0 | 1838 | | |
| Warnham - - - N.S. 5 | 74 0 0 | 1851 | - - - | 231 8 4 |
| Wartling - - - N.S. 5 | - - - | - - - | 1 17 6½ | 139 6 8 |
| Westbourne - - - N.S. 7 | *90 0 0 | 1837 | 5 0 0 | 625 14 5 |
| Westmeston - - - N.S. | - - - | - - - | - - - | 50 10 0 |
| Withyham, St. John's - - N.S. | 60 0 0 | 1840 | 1 16 7¾ | 35 0 0 |
| " - - - " | 16 15 0 | 1859 | - | |
| Withyham, St. Michael's - N.S. 5 | - - - | - - - | 5 15 2¼ | 352 9 6 |

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| | £ s. d. | | £ s. d. | £ s. d. |
| SUSSEX—*cont.* | | | | |
| Woolbeding - - - N.S. | 181 0 0 | 1851 | 1 13 4½ | |
| Worthing - - - - N.S. | *100 0 0 | 1835 | | |
| Worthing - - - - Wes. | - - - | - - - | 1 4 8¾ | 48 10 0 |
| WARWICKSHIRE. | | | | |
| Alcester - - - - N.S. 7 | 100 0 0 | 1844 | 4 2 8½ | 857 16 9 |
| " - - - - " | 6 18 6 | 1850 | | |
| " - - - - " | 17 0 0 | 1854 | | |
| Allesley, Reformatory - - - 11 | - - - | - - - | - - - | 110 10 1 |
| Ashted, St. James - Ch. of E. 10 | - - - | - - - | - - - | 8 14 0 |
| Aston, Infants - - - N.S. 7 | 351 0 0 | 1856 | 4 3 4½ | 251 6 6 |
| Atherstone, Boys' Free School - - 8 | 150 0 0 | 1842 | - - - | 529 1 8 |
| " " " - - | 140 0 0 | 1855 | | |
| " " " - - | 51 8 6 | 1856 | | |
| Atherstone, Girls - - - N.S. | 31 1 10 | 1856 | 3 7 2 | |
| Attleborough - - - N.S. 7 | 236 0 0 | 1849 | 4 12 8½ | 393 19 0 |
| " - - - - " | 6 13 4 | 1855 | | |
| Bentley - - - - N.S. 7 | - - - | - - - | 2 5 7 | 766 16 0 |
| Bidford - - - - N.S. 8 | 50 0 0 | 1846 | 9 18 7½ | 491 6 8 |
| " - - - - " | 19 10 0 | 1854 | | |
| " - - - - " | 13 2 6 | 1858 | | |
| Birmingham - - - - Wes. | - - - | - - - | - - - | 18 0 0 |
| Birmingham, All Saints' - N.S. 10 | 616 0 0 | 1844 | 4 8 3½ | 313 5 0 |
| Birmingham and Edgbaston (Tennant Street), Industrial B.S. 2 | 41 0 0 | 1855 | 10 2 11 | 506 18 6 |
| Birmingham (Bishop Ryder's) - N.S. 7 | 300 0 0 | 1842 | 29 5 0 | 449 15 8 |
| " " " - " | 150 0 0 | 1842 | | |
| " " " - " | 341 12 0 | 1861 | | |
| " " " - " | 119 0 0 | 1861 | | |
| Birmingham, Christ's Church (Pinfold Street) - - N.S. 10 | *400 0 0 | 1837 | 9 3 4½ | 416 7 5 |
| Birmingham, St. Barnabas' (Ryland Street North) Infts. N.S. 10 | 196 0 0 | 1849 | - - - | 13 0 0 |
| Birmingham, Church of the Saviour - - - - B.S. 2 | - - - | - - - | 7 13 5½ | 848 0 10 |
| Birmingham, Day School Teachers' Association - - - | - - - | - - - | 0 13 4½ | |
| Birmingham, Girls' Reformatory - | - - - | - - - | 2 6 10½ | 210 0 0 |
| Birmingham, Industrial Free School 7 | 495 0 0 | 1850 | 8 19 7 | 1,090 2 10 |
| " " " - - | 300 0 0 | 1855 | | |
| " " " - - | 200 0 0 | 1858 | | |
| Birmingham, Legge Street - - B.S. 3 | - - - | - - - | - - - | 14 8 0 |
| Birmingham, New Jerusalem - B.S. 2 | - - - | - - - | 12 3 6½ | 623 19 0 |
| Birmingham, Oratory (Edgbaston) - - - - R.C. 4 | - - - | - - - | 2 16 11 | 367 7 6 |
| Birmingham, Asylum - - P.U. 4 | - - - | - - - | - - - | 169 5 0 |
| Birmingham, St. Anne's (Alcester Street) - - R.C. 4 | - - - | - - - | - - - | 731 7 8 |
| Birmingham, St. Bartholomew's N.S. 8 | *150 0 0 | 1834 | 10 3 2½ | 520 12 0 |
| " " " - " | 115 0 0 | 1840 | | |
| " " " - " | 257 10 0 | 1851 | | |
| Birmingham, St. Chad's - R.C. 4 | - - - | - - - | 5 11 10½ | 2,072 18 4 |
| Birmingham, St. George's (Russell Street) - - N.S. 8 | *300 0 0 | 1834 | 29 0 4 | 2,350 12 10 |
| " " " - " | 230 0 0 | 1843 | | |
| " " " - " | 200 0 0 | 1845 | | |
| " " " - " | 100 0 0 | 1847 | | |
| " " " - " | 8 11 8 | 1852 | | |
| " " " - " | 45 0 0 | 1855 | | |
| " " " - " | 54 0 0 | 1858 | | |
| Birmingham, St. Clement's, Nechells - - - N.S. 10 | 1,200 0 0 | 1859 | 4 17 6 | 286 0 0 |
| Birmingham, St. John's - R.C. 4 | 858 0 0 | 1861 | 1 2 0 | 460 8 8 |
| Birmingham, St. Luke's (Edgbaston) - - - - N.S. 8 | 370 0 0 | 1843 | 90 17 9½ | 1,711 15 10 |
| " " " - " | 133 0 0 | 1845 | - - | |
| " " " - " | 13 6 8 | 1850 | | |

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| **Warwickshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Birmingham, St. Luke's (Macdonald Street) - - N.S. 8 | 177 0 0 | 1850 | 6 5 0½ | 164 10 0 |
| Birmingham, St. Mark's (Helena Street) - - - N.S. | 89 10 0 | 1850 | 1 10 6 | |
| Birmingham, St. Mark's (St. Mark's Street) - - - N.S. 8 | 492 0 0 | 1844 | 26 4 5 | 1,923 2 4 |
| " " " - " | 12 16 4 | 1849 | | |
| Birmingham, St. Mary's - N.S. 7 | 750 0 0 | 1846 | 11 1 7½ | 1,185 2 10 |
| Birmingham, St. Mary's, Boys - R.C. 4 | - - - | - - - | - - - | 85 12 8 |
| Birmingham, St. Mary's, Girls - R.C. 4 | - - - | - - - | 10 4 8½ | 777 7 0 |
| Birmingham, St. Matthew's - N.S. 8 | 691 0 0 | 1841 | 24 12 5½ | 784 18 8 |
| " " - " | 56 10 0 | 1846 | | |
| " " - " | 25 3 10 | 1859 | | |
| " " - " | 440 0 0 | 1860 | | |
| Birmingham, St. Matthias' (Farm Street), - - N.S. 8 | 150 0 0 | 1849 | 1 14 2¾ | 776 4 10 |
| Birmingham, St. Matthias' (Wheeler Street) - - N.S. 8 | 1,200 0 0 | 1858 | 3 7 0½ | 3 10 0 |
| Birmingham, St. Nicholas' - R.C. 4 | - - - | - - - | 1 3 4 | 496 17 4 |
| Birmingham, St Patrick's - R.C. 3 | - - - | - - - | - - - | 377 2 4 |
| Birmingham, St. Paul's - N.S. 8 | 788 0 0 | 1846 | 23 10 10½ | 1,805 2 4 |
| Birmingham, St. Peter's (Moor Street) - - - N.S. 8 | 531 0 0 | 1844 | 14 6 8 | 103 15 10 |
| Birmingham, St. Peter's (London Prentice Street), Infants - N.S. | 73 10 0 | 1849 | | |
| Birmingham, St. Peter's - R.C. 4 | - - - | - - - | 3 15 11 | 1,324 19 0 |
| Birmingham, St. Philip's - N.S. 7 | 500 0 0 | 1843 | 9 1 7¾ | 1,255 18 4 |
| Birmingham, St. Stephen's - N.S. 7 | 828 0 0 | 1845 | 4 8 2½ | 661 11 0 |
| " " - " | 12 12 0 | 1857 | | |
| Birmingham, St. Thomas' (Holloway Head Street) - - N.S. 8 | 235 0 0 | 1842 | 21 17 11½ | 2,085 13 6 |
| " " " - " | - - - | - - - | *a*7 5 4 | |
| " " " - " | 80 0 0 | 1854 | | |
| Birmingham, St. Thomas' Branch, Infts. (Holliday Street) N.S. 8 | 171 0 0 | 1850 | - - - | 143 0 0 |
| Birmingham, Steelhouse Lane - B.S. 3 | - - - | - - - | 1 11 7½ | 38 0 0 |
| Birmingham, Unitarian Domestic Mission - - - " 2 | - - - | - - - | 29 2 8½ | 1,776 19 8 |
| Bordesley, St. Andrew's (Smallheath), Infants - - N.S. | 99 0 0 | 1850 | | |
| Brailes - - - Ch. of E. 4 | 397 0 0 | 1859 | - - - | 35 5 0 |
| Brinklow - - - N.S. 8 | 377 10 0 | 1856 | 3 11 10¾ | 255 2 4 |
| Bromwich, Little - - N.S. 10 | 105 12 0 | 1860 | 1 0 10 | 19 0 0 |
| Budbrooke - - Ch. of E. 8 | - - - | - - - | - - - | 36 6 8 |
| Bulkington School - - - 10 | - - - | - - - | 4 2 7 | 71 4 0 |
| Chilvers Coton - - - N.S. | 104 0 0 | 1846 | | |
| Claverdon - - - - N.S. | 100 0 0 | 1849 | 2 5 8½ | 32 10 0 |
| " - - - - " | 140 0 0 | 1853 | 14 9 7 | 474 18 4 |
| Clifton on Dunsmoor - - N.S. 8 | 186 0 0 | 1851 | | |
| Compton, Fenny - - - N.S. | *54 0 0 | 1834 | | |
| Corley Moor - - - N.S. | - - - | - - - | 0 12 4½ | |
| Coventry, Blue Coat School, Girls' - 10 | - - - | - - - | - - - | 90 8 4 |
| Coventry, Holy Trinity - N.S. 10 | 1,337 0 0 | 1854 | 3 10 0½ | 944 0 2 |
| " - - - " | 12 10 0 | 1858 | | |
| Coventry St John's - - N.S. | *120 0 0 | 1840 | 2 9 8½ | 103 10 8 |
| Coventry, St. Michael's - - N.S. 8 | 1,200 0 0 | 1855 | 15 0 8½ | 1,358 10 1 |
| Coventry, St. Michael's, Branch Sch. 8 | - - - | - - - | - - - | 120 7 4 |
| Coventry, St. Osburg's - - R.C. 4 | - - - | - - - | 3 3 2½ | 6 18 0 |
| Coventry, St. Peter's - - N.S. 8 | 180 0 0 | 1844 | 20 6 9 | 879 10 8 |
| " " - - " | 75 0 0 | 1852 | | |
| " " - - " | 28 17 6 | 1857 | | |
| Coventry, St. Nicholas' Place, Boys - - - - B.S. | *125 0 0 | 1842 | | |
| Coventry, Vicar Lane (*b*) - B.S. | *200 0 0 | 1835 | | |
| Cubington - - - N.S. 8 | 220 0 0 | 1846 | 4 18 5½ | 1,340 8 6 |
| Deritend, St. John's - - N.S. 8 | 267 0 0 | 1849 | 21 4 6½ | 656 15 10 |
| " - - - " | 95 5 0 | 1853 | | |
| Dunchurch - - - N.S. | *106 0 0 | 1838 | 9 9 7½ | 299 8 0 |
| " - - - " | 42 0 0 | 1847 | | |
| " - - - " | 8 5 0 | 1852 | | |

*a* Scientific apparatus. *b* Grant repaid in 1847 to the Lords of Her Majesty's Treasury.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| WARWICKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Eatington - - - N.S. 10 | - - - | - - - | 1 9 6 | 82 15 0 |
| Edgbaston - - - Par. 8 | - - - | - - - | 6 9 6 | 1,200 0 2 |
| Edgbaston, St. George's - - N.S. 10 | 182 0 0 | 1854 | 5 15 10½ | 367 1 8 |
| Edgbaston, St. James' - Ch. of E. | 595 0 0 | 1861 | 4 4 8½ | |
| Erdington, Infants - - B.S. | 100 0 0 | 1840 | | |
| Erdington - - - - R.C. 4 | - - - | - - - | 4 17 1½ | 224 9 4 |
| Exhall - - - - N.S. 10 | - - - | - - - | - - - | 14 18 4 |
| Grandborough - - N.S. | 54 10 0 | 1841 | | |
| Halford - - - N.S. | - - - | - - - | 1 0 7½ | |
| Hampton-on-the-Hill - R.C. 1 | - - - | - - - | 1 2 3 | 149 13 4 |
| Harborough, Magna - - N.S. | 88 0 0 | 1846 | 1 3 11 | |
| Harbury - - - - N.S. 8 | 306 0 0 | 1856 | - - - | 218 15 6 |
| Hartshill - - - N.S. 10 | 148 10 0 | 1853 | 1 9 4½ | 18 8 4 |
| Hunningham - - Ch. of E. | 246 0 0 | 1860 | 2 0 4 | |
| Ilmington - - - N.S. 11 | 308 0 0 | 1859 | 3 0 0½ | 14 8 0 |
| Itchington, Bishop's - - N.S. | *37 0 0 | 1838 | 1 0 0 | |
| Itchington, Long - - N.S. 7 | 502 0 0 | 1857 | 1 0 1 | 435 7 6 |
| Kenilworth, St. Nicholas - N.S. 7 | *57 0 0 | 1836 | 2 6 10½ | 255 9 8 |
| " " - " | 599 0 0 | 1860 | | |
| Kenilworth, St. Austin's - R.C. | - - - | - - - | - - - | 11 0 0 |
| Kenilworth, St. John's - - N.S. 7 | 212 0 0 | 1855 | 2 4 7 | 303 5 8 |
| Keresley and Coundon - - N.S. 7 | 112 10 0 | 1852 | 5 9 6 | 411 10 6 |
| Kingsbury Endowed - - N.S. 7 | 6 5 10 | 1849 | 11 12 7 | 573 14 0 |
| " " - - " | 21 8 0 | 1854 | *a*6 13 4 | |
| " " - - " | 30 0 0 | 1857 | | |
| Kinwarton and Great Alne - N.S. 7 | *50 0 0 | 1841 | 3 6 5¾ | 400 11 2 |
| " " - " | 7 0 0 | 1846 | | |
| " " - " | 11 10 0 | 1853 | | |
| Kinwarton and Great Alne Sunday School - - - - | *30 0 0 | 1836 | | |
| Ladywood, St. John's - - N.S. 7 | 1,320 0 0 | 1857 | 35 4 3¾ | 1,223 13 5 |
| " " - - " | 262 0 0 | 1861 | | |
| Lea Marston " - Ch. of E. 10 | - - - | - - - | - - - | 115 9 0 |
| Leamington - - - N.S. 10 | - - - | - - - | 3 0 10½ | 11 5 0 |
| Leamington Priors - - N.S. | 1,100 0 0 | 1859 | 2 18 4 | |
| Leamington, St. John's - - N.S. 10 | - - - | - - - | - - - | 8 15 0 |
| Leamington, St. Mary's - - N.S. 10 | - - - | - - - | - - - | 25 18 0 |
| Leamington Priors - - R.C. | - - - | - - - | 2 10 5½ | 179 10 0 |
| Leamington Priors - - Wes. 3 | - - - | - - - | - - - | 1 10 0 |
| Lighthorn - - - S. 11 | - - - | - - - | - - - | 27 5 0 |
| Loxley - - - - N.S. | 10 10 0 | 1856 | | |
| Lozells, St. Silas' - - N.S. 8 | - - - | - - - | 9 10 4 | 503 2 4 |
| Mappleborough Green - - N.S. 10 | - - - | - - - | - - - | 94 16 0 |
| Marton - - - - N.S. 10 | 212 0 0 | 1860 | 2 5 10½ | 67 7 0 |
| Mount Carmel - - - R.C. | - - - | - - - | 1 0 0 | |
| Napton on the Hill - - N.S. | 40 0 0 | 1844 | 1 7 0 | |
| " " - - " | 24 0 0 | 1851 | | |
| Nuneaton (Abbey End) Infants N.S. 8 | 241 0 0 | 1849 | - - - | 26 2 0 |
| Nuneaton (Church Lane) - N.S. 8 | 618 0 0 | 1850 | 12 19 8¾ | 1,756 15 6 |
| Offchurch (Lady Aylesford's) - - 8 | - - - | - - - | - - - | 138 10 2 |
| Packington (Earl of Aylesford's) - 8 | - - - | - - - | - - - | 0 15 0 |
| Pailton - - - - N.S. 10 | 121 0 0 | 1848 | 1 0 6 | |
| " - - - - " | 252 0 0 | 1854 | | |
| Ratley - - - Ch. of E. | 117 0 0 | 1850 | 1 0 5½ | 30 0 0 |
| Rowington - - - N.S. 8 | 196 0 0 | 1861 | - - - | 97 7 6 |
| Rugby (Elborow's) - - N.S. 8 | 29 19 0 | 1851 | 9 3 4 | 1,314 19 9 |
| Rugby, New Parochial School (in St. Matthew's District) - | 275 0 0 | 1853 | 6 10 2¼ | |
| Rugby, St. Matthew's, Infants - N.S. 8 | 100 0 0 | 1846 | 9 7 3 | 1,033 16 0 |
| " " - - " | 9 10 0 | 1853 | | |
| " " - - " | 65 0 0 | 1854 | | |
| Rugby, Trinity" - - Par. 8 | - - - | - - - | - - - | 1,097 9 8 |
| Rugby - - - - Wes. 2 | - - - | - - - | 14 12 7½ | 848 17 10 |
| Rugby - - - - R.C. 8 | - - - | - - - | - - - | 34 15 0 |
| Saltley, Reformatory - - - | - - - | - - - | - - - | 735 18 0 |
| Saltley (Worcester Diocesan) Practising - - - - 8 | 200 0 0 | 1853 | 4 5 0½ | 826 8 8 |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| **Warwickshire—*cont.*** | | | | |
| Shirley, Endowed - Ch. of E. 8 | *65 0 0 | 1836 | 7 7 2 | 884 5 8 |
| " " - - " | 187 0 0 | 1852 | | |
| " " - - " | 15 2 6 | 1855 | | |
| " " - - " | 19 0 0 | 1856 | | |
| Snitterfield - - N.S. | *100 0 0 | 1838 | 4 3 11 | 127 10 0 |
| " - - - " | 25 0 0 | 1861 | | |
| Solihull, Lower, Free - N.S. 8 | - - - | - - - | 1 18 4 | 143 6 8 |
| Southam Independent S. - - 10 | 46 0 0 | 1840 | - - - | 12 10 0 |
| Stockingford - - N.S. 8 | 64 0 0 | 1848 | 8 9 0 | 505 2 0 |
| " - - - " | 2 5 0 | 1850 | | |
| " - - - " | 538 0 0 | 1855 | | |
| Stockton - - - N.S. 10 | 30 0 0 | 1844 | 1 13 4 | 143 16 0 |
| " - - - " | 25 4 4 | 1858 | | |
| Stoke - - - N.S. 10 | 63 10 0 | 1841 | 8 8 6½ | 50 4 0 |
| " - - - " | 12 10 0 | 1858 | | |
| Stoneleigh - - Par. 10 | - - - | - - - | 3 6 0½ | 84 2 0 |
| Stowerton - - N.S. | 40 0 0 | 1841 | | |
| Stratford-on-Avon - N.S. 11 | 230 0 0 | 1846 | 5 4 9½ | 134 4 8 |
| " " - - " | 81 11 8 | 1859 | | |
| Stretton-on-Dunsmore - N.S. 10 | - - - | - - - | - - - | 12 0 0 |
| Studley - - - N.S. 10 | *35 0 0 | 1837 | 2 12 8 | 201 17 0 |
| " - - - " | 17 12 4 | 1856 | | |
| " - - - " | 257 0 0 | 1858 | | |
| " - - - " | 65 0 0 | 1861 | | |
| Sutton-Coldfield - - R.C. | - - - | - - - | 2 6 8 | 240 19 0 |
| Thurlaston - - N.S. | 138 15 0 | 1850 | | |
| Tysoe - - - Ch. of E. 10 | 554 0 0 | 1858 | 2 0 9¾ | 302 10 0 |
| Walton - - - Ch. of E. | - - - | - - - | - - - | 74 17 0 |
| Warton - - - Ch. of E. | 267 0 0 | 1858 | | |
| Walsgrave-on-Sowe - N.S. 7 | 10 10 0 | 1859 | 1 10 8 | 135 9 8 |
| Warwick and Leamington Ch. Schoolmasters' Association - - - | - - - | - - - | 0 13 4 | |
| Warwick High Street Chapel - B.S. 2 | 261 0 0 | 1859 | 5 5 10½ | 127 9 4 |
| Warwickshire Reformatory - - - | - - - | - - - | - - - | 171 6 0 |
| Warwick, St. Mary's - - N.S. 8 | *150 0 0 | 1836 | 16 14 0½ | 1,722 14 2 |
| " " - - " | 55 0 0 | 1847 | | |
| " " - - " | 20 0 0 | 1849 | | |
| " " - - " | 30 0 0 | 1853 | | |
| " " - - " | 62 0 0 | 1855 | | |
| Warwick, St. Mary's and St. Paul's, Infants - - N.S. | 162 0 0 | 1849 | | |
| Westwood, Canley Hill - N.S. 8 | - - - | - - - | 1 2 1½ | 72 13 9 |
| Wilnecote - - - N.S. 7 | - - - | - - - | 2 11 8½ | 65 16 0 |
| Wishaw - - - N.S. 10 | - - - | - - - | - - - | 8 0 0 |
| Wolston - - - Ch. of E. 3 | - - - | - - - | - - - | 14 16 8 |
| Wolvey - - - N.S. 4 | *53 0 0 | 1838 | - - - | 110 8 6 |
| " - - - " | 12 3 0 | 1859 | | |
| Wotton Wawen - - N.S. | 208 0 0 | 1857 | | |
| **Westmoreland.** | | | | |
| Appleby, St. Laurence's - B.S. 11 | 126 15 0 | 1849 | 4 8 10 | 314 1 6 |
| Bongate - - - N.S. 9 | 65 0 0 | 1845 | 2 4 1 | 62 14 0 |
| Brough - - - N.S. 3 | - - - | - - - | 2 4 1 | 98 2 6 |
| Burneside Endowed School - 10 | - - - | - - - | - - - | 96 18 0 |
| Burton - - - Ch of E. 9 | - - - | - - - | 2 1 8½ | 93 6 4 |
| Casterton - - - N.S. 2 | 42 0 0 | 1841 | 3 1 9½ | 142 9 2 |
| Clifton - - - Ch. of E. 2 | - - - | - - - | 1 5 0½ | 45 0 0 |
| Dufton - - - B.S. 8 | - - - | - - - | - - - | 52 7 0 |
| Firbank - - - Ch. of E. 1 | 112 4 0 | 1860 | - - - | 65 14 0 |
| Grayrigg - - - N.S. | 32 0 0 | 1847 | | |
| Helsington - - - N.S. | - - - | - - - | 0 17 4 | |
| Helton - - - N.S. | - - - | - - - | 1 9 2 | |
| Holme - - - - N.S. | 82 10 0 | 1841 | - - - | 13 2 0 |
| Kendal - - - - P.U. 7 | - - - | - - - | - - - | 24 11 8 |
| Kendal - - - - Wes. | 173 0 0 | 1848 | 3 13 4½ | 135 16 8 |
| Kendal, Boys - - - B.S. 8 | *125 0 0 | 1835 | 30 17 7 | 1,662 8 2 |
| " " - - " | 69 5 4 | 1855 | | |
| " " - - " | 69 0 0 | 1858 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Westmoreland—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Kendal - - - - N.S. 9 | 14 11 0 | 1849 | 5 16 7½ | 1,189 6 8 |
| " " - - - " | 14 0 0 | 1852 | | |
| " " - - - " | 65 0 0 | 1854 | | |
| " " - - - " | 47 6 0 | 1861 | | |
| Kendal, Castle Street, Girls and Infants - - - B.S. 8 | - - - | - | 5 8 0 | 249 10 0 |
| Kendal, Fellside - - - B.S. 8 | - - - | - | 4 11 7½ | 18 6 8 |
| Kendal, Highgate - - Ch.of E. 9 | - - - | - | 2 1 8¼ | 112 5 0 |
| Kendal, St.George's, Girls - N.S. 9 | 243 10 0 | 1854 | 7 17 11 | 285 5 8 |
| Kendal, St. Thomas', Infants - N.S. | - - - | - | - - - | 18 6 8 |
| Kirkby Stephen - - - N.S. | *45 0 0 | 1834 | | |
| Kirkby Lonsdale - - N.S. 5 | 455 0 0 | 1858 | 8 14 2½ | 280 1 4 |
| Langdale - - - Ch. Sch. 10 | - - - | - | 2 12 6½ | 67 2 0 |
| Martindale - - - N.S. | *27 0 0 | 1835 | | |
| Meal Bank - - - B.S. 9 | - - - | - | 1 17 6½ | 88 13 4 |
| Ormside - - - N.S. | 35 0 0 | 1854 | | |
| Staveley - - - N.S. 10 | - - - | - | 3 5 3½ | 23 15 3 |
| Strickland, Great - - N.S. 2 | - - - | - | 1 17 6¼ | 322 1 4 |
| Troutbeck - - Ch. of E. 10 | - - - | - | - - - | 18 15 0 |
| Windermere, St. Mary's - N.S. 9 | - - - | - | 2 6 8 | 324 13 10 |
| **Wiltshire.** | | | | |
| Aldbourne - - - N.S. 2 | 306 0 0 | 1858 | - - - | 59 18 0 |
| Alderbury - - - N.S. 12 | - - - | - | 3 10 4½ | 602 8 4 |
| Allcannings - - - N.S. 1 | 26 14 8 | 1860 | - - - | 86 10 0 |
| Amesbury - - - N.S. 3 | - - - | - | 9 5 0 | 453 0 0 |
| Ashton - - - Ch. of E. 2 | - - - | - | 2 1 3 | 309 3 4 |
| Ashton, Steeple - - N.S. 12 | - - - | - | - - - | 131 10 0 |
| Ashton, West - - - N.S. 12 | 70 0 0 | 1847 | 15 12 0½ | 795 14 1 |
| " " - - - " | 62 5 0 | 1850 | | |
| " " - - - " | 37 10 0 | 1854 | | |
| Avebury - - - Par. | 40 0 0 | 1844 | | |
| Barford, St. Martin - - N.S. 2 | 478 0 0 | 1854 | 3 16 7¾ | 423 13 0 |
| Bedwin, Great - - N.S. 2 | - - - | - | 3 1 1 | 70 16 0 |
| Bedwin, Little - - N.S. 2 | 328 0 0 | 1855 | 1 6 8½ | 139 17 8 |
| Bemerton - - - N.S. 2 | - - - | - | 3 11 1¼ | 160 16 8 |
| Berwick Bassett - - N.S. | 66 0 0 | 1848 | | |
| Biddestone - - - N.S. | 50 0 0 | 1844 | 2 0 0 | |
| Bishopstone (near Faringdon) - N.S. 12 | 126 0 0 | 1850 | 2 7 9 | 66 5 0 |
| Bishopstone (near Salisbury) - N.S. 2 | 120 0 0 | 1855 | 3 2 5 | 184 6 0 |
| " " - - - " | 9 8 6 | 1857 | | |
| Bower Chalke - - - N.S. 3 | 40 0 0 | 1844 | - - - | 7 15 0 |
| Bowood School - - - 12 | - - - | - | 5 2 11½ | 475 15 0 |
| Bradford, Ch. Ch. - - N.S. 12 | - - - | - | 14 18 7½ | 925 3 2 |
| Bradford-on-Avon - - B.S. 4 | - - - | - | 1 3 3 | 53 15 0 |
| Bradford, Parish Church - N.S. 12 | *190 0 0 | 1836 | 8 15 10 | 1,043 19 8 |
| " " - - - " | 28 8 6 | 1852 | | |
| " " - - - " | 31 14 8 | 1852 | | |
| Bradley (Maiden) - - N.S. | 65 0 0 | 1847 | | |
| Bramshaw - - - N.S. 3 | - - - | - | - - - | 113 12 0 |
| Bratton - - - B.S. 4 | 95 19 6 | 1846 | 4 3 9½ | 138 11 8 |
| Bratton - - - N.S. 4 | 50 0 0 | 1846 | 1 10 10½ | 20 15 0 |
| Bremhill - - - N.S. 5 | 150 0 0 | 1847 | 1 13 4 | 15 6 8 |
| Brixton Deverell - - N.S. | *40 0 0 | 1836 | | |
| Broad Chalke - - - N.S. 2 | 251 0 0 | 1861 | 3 2 9½ | 8 7 0 |
| Broadtown - - - Par. | 205 0 0 | 1859 | 0 18 4½ | |
| Bromham - - - N.S. 3 | - - - | - | 1 12 8½ | 61 16 8 |
| Broughton Gifford - - N.S. 1 | 90 13 4 | 1853 | 1 1 0¾ | 3 2 0 |
| Burbage - - - N.S. 1 | 276 0 0 | 1856 | - - - | 118 3 0 |
| Calne, Boys - - - N.S. 12 | 45 0 0 | 1866 | 21 17 9½ | 904 12 6 |
| Calne, Girls - - - N.S. 12 | - - - | - | 11 2 3¾ | 784 13 4 |
| Calne (Lord Lansdowne's) Infant Sch. - - - 12 | - - - | - | - - - | 161 17 8 |
| Calne, Middle, Endowed, Free Grammar School - 12 | - - - | - | *a*15 0 9 | 555 2 0 |
| Calne, Mrs. Guthrie's Juvenile School - - - 12 | - - - | - | - - - | 136 2 0 |

*a* Removed from inspection.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Wiltshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Castle Combe - - - N.S. 7 | - - - | - - - | 6 9 4½ | 1,191 16 2 |
| Charlton, All Saints - Ch. of E. 5 | - - - | - - - | 1 6 0 | 108 15 0 |
| Charlton Park - - - N.S. 3 | - - - | - - - | - - - | 167 12 0 |
| Cheverell, Great - - - N.S. | 50 0 0 | 1845 | | |
| Chilmark - - - N.S. 3 | 283 0 0 | 1861 | 1 16 1½ | 9 7 0 |
| Chilton-Folliatt - - - N.S. 2 | - - - | - - - | 2 2 10½ | 173 7 4 |
| Chippenham - - - N.S. 5 | *170 0 0 | 1837 | - - - | 12 0 0 |
| Chippenham - - - B.S. 3 | - - - | - - - | 3 11 8½ | 28 0 0 |
| Chippenham - - - P.U. 9 | - - - | - - - | - - - | 122 6 8 |
| Chippenham, St. Paul's - Ch. of E. 5 | 776 0 0 | 1858 | 9 0 4½ | 38 12 8 |
| Chirton - - - N.S. | 40 0 0 | 1846 | | |
| Chisledon - - - N.S. | 70 0 0 | 1841 | | |
| Chittoe - - - N.S. 7 | - - - | - - - | - - - | 13 6 8 |
| Cholderton - - - Par. 1 | - - - | - - - | 3 8 6½ | 202 10 8 |
| Christian-Malford - - N.S. 1 | - - - | - - - | 4 9 10½ | 411 12 6 |
| Chute - - - N.S. 2 | 336 0 0 | 1859 | 3 2 11 | 90 18 6 |
| Collingbourne Ducis - N.S. 2 | - - - | - - - | - - - | 114 8 4 |
| Collingbourne-Kingston Ch. of E. 2 | - - - | - - - | 7 2 9 | 196 13 4 |
| Combe Bissett - - - N.S. 12 | 40 0 0 | 1846 | 1 2 7 | 363 1 8 |
| " - - - " | 7 10 0 | 1854 | | |
| Compton Bassett - - N.S. 4 | 53 0 0 | 1843 | 1 14 5 | 15 12 0 |
| Corsham - - - B.S. 4 | *100 0 0 | 1840 | 6 14 6 | 587 13 0 |
| " - - - " | 19 3 0 | 1855 | | |
| " - - - " | 22 10 0 | 1857 | | |
| Corsham Pickwick District - N.S. 2 | - - - | - - - | - - - | 10 0 0 |
| Corsley - - - N.S. | 150 0 0 | 1847 | | |
| Cricklade - - - N.S. 2 | 108 0 0 | 1843 | 2 5 10 | 113 17 6 |
| Crockerton - - - N.S. 3 | - - - | - - - | 1 15 10½ | 51 11 8 |
| Crudwell - - - N.S. 2 | 120 0 0 | 1858 | 1 16 4½ | 47 6 8 |
| Damerham - - - N.S. 1 | 260 0 0 | 1859 | 11 11 8½ | 191 1 4 |
| Derry Hill - - - N.S. 2 | 90 0 0 | 1844 | 8 7 3½ | 196 14 1 |
| " - - - " | 42 0 0 | 1848 | | |
| Devcrill, Longbridge - N.S. 3 | - - - | - - - | 2 5 11 | 304 2 0 |
| Devizes - - - B.S. 3 | *140 0 0 | 1834 | 5 1 6½ | 137 5 8 |
| " - - - " | 52 10 0 | 1860 | | |
| Devizes, Town (Bridewell Street), Girls - - - N.S. 12 | - - - | - - - | 11 14 1 | 343 7 2 |
| Devizes, Town (Sheep Street) Boys - - - N.S. 12 | - - - | - - - | 5 8 0½ | 616 6 8 |
| Dilton's Marsh - - N.S. 12 | 200 0 0 | 1843 | 9 18 9½ | 368 1 8 |
| Donhead, St. Mary's - N.S. | *29 0 0 | 1837 | | |
| Downton - - - B.S. 5 | 150 0 0 | 1841 | 3 6 8 | 1,150 17 4 |
| " - - - " | 11 6 8 | 1847 | | |
| " - - - " | 33 0 0 | 1850 | | |
| " - - - " | 50 0 0 | 1856 | | |
| Downton - - - N.S. 12 | 162 0 0 | 1847 | 20 10 8½ | 511 13 0 |
| Durnington - - - Par. 12 | - - - | - - - | 5 0 7½ | 569 6 2 |
| Erchfont - - - N.S. 12 | - - - | - - - | 4 1 3½ | 927 2 8 |
| Eveleigh - - - N.S. | 70 0 0 | 1845 | 1 9 10 | |
| Figheldean - - - N.S. 2 | - - - | - - - | - - - | 59 3 4 |
| Fisherton Anger - - N.S. 2 | 180 0 0 | 1843 | 7 6 9½ | 464 15 0 |
| Fonthill Bishop - - N.S. | 37 10 0 | 1841 | | |
| Fonthill Gifford - - N.S. | 41 0 0 | 1846 | | |
| Fosbury - - - Ch. of E. 6 | - - - | - - - | 2 6 8 | 105 8 4 |
| Fovant - - - N.S. | 105 0 0 | 1848 | | |
| Foxham School - - - - | - - - | - - - | - - - | 66 10 0 |
| Grafton, East - - N.S. 1 | - - - | - - - | 2 4 3½ | 218 7 0 |
| Grimstead, West - - N.S. | 101 0 0 | 1856 | | |
| Hankerton - - - N.S. 2 | 52 0 0 | 1852 | - - - | 143 0 0 |
| Heddington - - - N.S. 1 | - - - | - - - | 2 5 0½ | 28 0 0 |
| Heytesbury - - - N.S. 2 | *150 0 0 | 1838 | 9 6 10½ | 101 5 8 |
| " - - - " | 155 0 0 | 1860 | | |
| Highworth - - - N.S. 2 | *100 0 0 | 1837 | 3 12 3½ | 111 1 0 |
| Highworth and Swindon - P.U. 6 | - - - | - - - | - - - | 132 0 10 |
| Hilmarton - - - N.S. | - - - | - - - | 1 0 5½ | |
| Hilperton - - - N.S. 12 | 70 0 0 | 1846 | 5 1 1½ | 295 8 4 |
| Hindon - - - N.S. 3 | - - - | - - - | 1 3 5½ | 248 15 2 |
| Hinton, (Broad), Endowed - N.S. | 80 0 0 | 1846 | | |
| " - - - " | 80 0 0 | 1848 | | |
| Hinton, Little " - - - N.S. 12 | 65 0 0 | 1850 | 1 15 4 | 33 15 0 |

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|---|---|---|---|---|
| WILTSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Holt - - - N.S. | *40 0 0 | 1835 | | |
| Horningsham - - - N.S. 2 | - - - | - - - | - - - | 105 4 8 |
| Imber - - - N.S. | *34 0 0 | 1837 | | |
| Kingswood - - - N.S. | *75 0 0 | 1835 | | |
| Kington Langley - - N.S. 4 | 116 0 0 | 1857 | - - - | 7 5 0 |
| Knoyle, East - - - N.S. 1 | *31 0 0 | 1839 | 4 10 8½ | 389 16 0 |
| " - - - " | 10 17 2 | 1859 | | |
| " - - - " | 7 0 0 | 1859 | | |
| Lacock - - - N.S. 12 | - - - | - - - | 2 0 0 | 669 5 4 |
| Landford - - - N.S. 5 | 45 0 0 | 1843 | 2 3 8 | 128 0 8 |
| Langford (Steeple) - - N.S. | 286 0 0 | 1861 | | |
| Latton - - - Par. 3 | - - - | - - - | 1 10 10½ | 194 11 0 |
| Laverstock - - - N.S. 2 | 5 0 0 | 1857 | 2 3 4½ | 123 17 0 |
| Lavington, (Market) - - N.S. 2 | 140 0 0 | 1846 | 4 3 5 | 37 1 8 |
| Limpley Stoke - - N.S. 3 | 75 0 0 | 1845 | - - - | 27 6 8 |
| Ludgershall - - - N.S. 2 | - - - | - - - | 3 10 0½ | 138 0 10 |
| Ludwell - - - N.S. 4 | 70 0 0 | 1842 | 1 8 0 | 17 3 0 |
| Lydiard Millicent - - N.S. | 43 0 0 | 1843 | | |
| " " - - " | 25 0 0 | 1846 | | |
| " " - - " | 82 0 10 | 1859 | | |
| Lydiard Tregony - - N.S. | 257 12 0 | 1861 | | |
| Lyneham (Clack) - - N.S. | 198 12 0 | 1861 | | |
| Maddington - - - N.S. 2 | - - - | - - - | 5 5 5 | 115 9 8 |
| Malmesbury and Westport Juvenile - - Ch. of E. 2 | 600 0 0 | 1857 | 26 5 6½ | 317 14 6 |
| Malmesbury - - Ch. of E. 1 | - - - | - - - | - - - | 741 14 0 |
| Marden - - - N.S. | 25 0 0 | 1844 | | |
| Marlborough, St. Mary's - N.S. 12 | 210 0 0 | 1850 | 8 1 3¾ | 1,193 10 4 |
| " " | 185 0 0 | 1861 | | |
| Marlborough, St. Peter's - N.S. 12 | 500 0 0 | 1854 | 8 9 6½ | 1,541 2 7 |
| Martin - - - N.S. | 123 0 0 | 1858 | 2 5 3¾ | |
| Melksham - - - B.S. 12 | 64 6 8 | 1856 | 3 10 3¾ | 1,033 11 0 |
| Melksham - - - N.S. 12 | 154 0 0 | 1840 | 13 8 9½ | 840 0 2 |
| " - - - " | 27 4 4 | 1852 | | |
| Melksham - - - P.U. 9 | - - - | - - - | - - - | 14 3 4 |
| Mere - - - N.S. 12 | 207 0 0 | 1841 | 2 15 1½ | 412 9 0 |
| " - - - " | 40 0 0 | 1846 | | |
| Minety, St. Leonard's - - N.S. | 116 0 0 | 1847 | | |
| Netheravon - - - N.S. 12 | - - - | - - - | 1 6 8 | 81 13 8 |
| Netherhampton - - N.S. 2 | - - - | - - - | 1 0 10½ | 13 15 0 |
| Nettleton and Burton - - N.S. 7 | 69 0 0 | 1850 | 3 16 7½ | 464 3 4 |
| " " - - " | 27 6 0 | 1859 | | |
| Newnton - - - N.S. | 204 0 0 | 1860 | | |
| Newton, South - - - N.S. 12 | - - - | - - - | 1 0 4 | 236 3 4 |
| Newton Tony - - - Par. | 73 0 0 | 1857 | 1 13 4 | |
| Norton Bavant - - Ch. of E. | 20 0 0 | 1843 | | |
| Nunton - - - N.S. 12 | - - - | - - - | 1 13 10½ | 64 5 0 |
| Patney - - - N.S. | *25 0 0 | 1835 | | |
| Pewsey - - - N.S. 2 | *75 0 0 | 1840 | 1 5 4½ | 30 15 4 |
| " - - - " | 19 12 10 | 1861 | | |
| Pickwick - - - N.S. | 444 0 0 | 1858 | 5 8 4 | |
| Plaitford - - - N.S. 2 | 84 0 0 | 1855 | 3 7 2¾ | 71 11 0 |
| " - - - " | 27 9 4 | 1858 | | |
| Pool Keynes - - - N.S. 4 | 86 0 0 | 1847 | - - - | 55 14 0 |
| " " - - - " | 9 5 0 | 1855 | | |
| Purton - - - N.S. 12 | 584 0 0 | 1861 | 6 8 8½ | 147 8 4 |
| Redlynch - - - N.S. 1 | - - - | - - - | 0 18 6 | 54 15 0 |
| Road Hill - - - N.S. 2 | *60 0 0 | 1835 | 2 0 3 | 180 1 8 |
| Rowde - - - N.S. 1 | - - - | - - - | - - - | 6 1 0 |
| Salisbury Church Schoolmasters' Association - - - - | - - - | - - - | 10 0 0½ | |
| Salisbury, Model School for Girls - - - N.S. 1 | - - - | - - - | - - - | 365 17 6 |
| Salisbury - - - P.U. | - - - | - - - | - - - | 5 0 0 |
| Salisbury, St. Edmund's, Practising School - - - 12 | 1,361 0 0 | 1860 | 12 1 1½ | 31 5 10 |
| Salisbury, St. Edmund's, Sunday Sch. - | *40 0 0 | 1835 | | |
| Salisbury, St. Martin's - - N.S. 12 | 21 0 0 | 1851 | 24 15 0¾ | 2,102 7 2 |
| " " - - " | - - - | - - - | a10 0 0 | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Wiltshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Salisbury, St. Thomas' - - N.S. 12 | - - - | - - - | - - - | 80 9 0 |
| Salisbury - - - Wes. 6 | - - - | - - - | 11 16 11½ | 777 15 0 |
| Savernake - - - N.S. 12 | - - - | - - - | - - - | 15 1 0 |
| Seagry - - - N.S. | 50 0 0 | 1851 | | |
| Semley - - - N.S. 4 | 50 0 0 | 1841 | 1 2 5 | 53 1 8 |
| Seend Girls' Church School - - 1 | - - - | - - - | 1 13 0¾ | 9 2 6 |
| Shaw and Witley - - N.S. 2 | - - - | - - - | 3 3 6 | 92 0 0 |
| Sherston, Infants - - B.S. 3 | - - - | - - - | 13 17 9¾ | 1,203 9 8 |
| Sherston Magna - - N.S. 7 | 130 0 0 | 1846 | 7 1 10¾ | 326 5 0 |
| " " - - - " | 40 0 0 | 1858 | | |
| Shrewton - - - N.S. 1 | - - - | - - - | 2 18 4 | 54 0 0 |
| Somerford Keynes, Ch. Sch. - - 2 | 214 0 0 | 1860 | 1 13 4 | 17 18 4 |
| Southbroom - - - N.S. | *50 0 0 | 1834 | | |
| Stapleford - - - Par. | - - - | - - - | 1 17 6¾ | |
| Staverton - - - N.S. 12 | - - - | - - - | 3 14 10¾ | 371 11 2 |
| Stert - - - N.S. | 20 0 0 | 1841 | | |
| Stockley - - - N.S. | 117 0 0 | 1856 | 2 0 0 | |
| " - - - " | 58 0 0 | 1858 | | |
| Stratford-sub-Castle - - N.S. | 37 10 0 | 1842 | | |
| Stratton, St. Margaret's - N.S. | *35 0 0 | 1837 | | |
| Studley, St. John's - - N.S. 12 | 381 0 0 | 1855 | 1 19 6 | 223 1 4 |
| Sutton Benger - - N.S. | 42 0 0 | 1850 | | |
| Sutton Veny - - Ch. of E. 7 | - - - | - - - | - - - | 34 15 0 |
| Swallowcliffe - - N.S. | 45 0 0 | 1844 | | |
| Swindon - - - N.S. 3 | *85 0 0 | 1837 | 8 14 11 | 603 4 6 |
| " - - - " | 47 0 0 | 1857 | | |
| Swindon, New (Great Western Railway) - - N.S. 3 | 300 0 0 | 1846 | 20 10 9¾ | 1,409 14 11 |
| " " - - " | 298 0 6 | 1858 | | |
| Swindon, Old, Infants - - N.S. 3 | - - - | - - - | - - - | 360 15 10 |
| Tisbury - - - N.S. 3 | 175 0 0 | 1843 | 6 17 2¼ | 188 19 10 |
| " - - - " | 124 0 0 | 1855 | | |
| Trowbridge - - - B.S. 4 | - - - | - - - | 12 8 4½ | 806 16 8 |
| Trowbridge - - N.S. 12 | 726 0 0 | 1846 | 11 10 5 | 2,733 16 11 |
| Trowbridge, Holy Trinity - N.S. 12 | *105 0 0 | 1837 | 5 3 2 | 1,011 5 9 |
| " " - - " | 8 0 0 | 1851 | | |
| Upton Scudamore - - N.S. | *30 0 0 | 1839 | | |
| Wanborough - - Par. 5 | - - - | - - - | 2 8 9 | 36 14 4 |
| Warminster - - B.S. 4 | *155 0 0 | 1837 | 2 10 2¾ | 297 5 0 |
| Warminster - - N.S. 12 | *460 0 0 | 1835 | 24 15 8 | 2,513 10 6 |
| " - - - " | 200 0 0 | 1845 | | |
| " - - - " | 91 0 0 | 1846 | | |
| Warren's, Girls (*a*) - - N.S. | - - - | - - - | - - - | 164 18 4 |
| Westbury - - - N.S. 12 | 150 0 0 | 1847 | 16 13 8 | 1,583 0 2 |
| Westbury, Boys - - B.S. 3 | - - - | - - - | - - - | 11 8 0 |
| Westbury, Heywood House - N.S. 12 | - - - | - - - | 4 1 1½ | 656 6 8 |
| Westbury, Leigh - - Ch. of E. 1 | - - - | - - - | - - - | 31 9 0 |
| Westwood - - - N.S. | 53 0 0 | 1842 | 1 1 0 | |
| " - - - " | 20 0 0 | 1853 | | |
| Whiteparish - - - N.S. 9 | 100 0 0 | 1842 | 6 16 7¾ | 109 4 8 |
| Wilton - - - N.S. 12 | - - - | - - - | 16 11 5¾ | 1,677 13 4 |
| Wilts, Reformatory - - - | - - - | - - - | - - - | 208 0 6 |
| Wiltshire, North, Schoolmasters' Association - - - | - - - | - - - | 3 18 9½ | |
| Winterbourne-Earls - - N.S. | - - - | - - - | 1 17 5 | |
| Winterbourne-Monkton - Par. | 25 0 0 | 1845 | | |
| Winterbourne-Stoke - N.S. 12 | - - - | - - - | - - - | 171 1 8 |
| Winterslow - - N.S. 1 | - - - | - - - | 1 9 11 | 12 3 0 |
| Wootton Bassett - - B.S. 3 | 348 0 0 | 1859 | 9 7 2¾ | 217 1 0 |
| Wootton Bassett - - N.S. 3 | 40 0 0 | 1842 | 3 12 10 | 23 2 3 |
| Wootton Rivers - - N.S. 5 | - - - | - - - | - - - | 63 14 0 |
| Wraxall, South - - N.S. | 37 10 0 | 1842 | | |
| Wylie - - - N.S. | *45 0 0 | 1836 | | |
| Wylie, West, Church Schoolmasters' Association - - - | - - - | - - - | 3 4 5¾ | |
| Yatton Keynell - - Ch. of E. | - - - | - - - | - - - | 11 5 0 |
| Zeals - - - N.S. | 42 0 0 | 1846 | 2 0 5¾ | |

*a* Now amalgamated with Bramshaw Par.

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|---|---|---|---|---|
| **Worcestershire.** | £ s. d. | | £ s. d. | £ s. d. |
| Abberley, Free - - Ch. of E. 11 | 292 0 0 | 1859 | 2 5 0 | 38 10 0 |
| Alvechurch - - - N.S. 11 | 252 0 0 | 1857 | 2 7 4½ | 204 3 2 |
| Areley King's - - - N.S. | 55 0 0 | 1846 | 1 5 0½ | |
| Balsall Heath, St. Paul's - N.S. 10 | 1,270 0 0 | 1857 | 32 9 0½ | 572 12 6 |
| Badsey and Wickhamford - N.S. | 125 16 0 | 1855 | 2 0 0 | |
| Bartley Green - - - N.S. | *50 0 0 | 1840 | | |
| Belbroughton - - - N.S. 11 | - - - | - - - | - - - | 75 5 0 |
| Bengeworth - - - N.S. 4 | 150 0 0 | 1847 | 3 8 3½ | 437 17 0 |
| " - - - | 50 0 0 | 1848 | | |
| Berrow - - - N.S. | *45 0 0 | 1835 | | |
| Bewdley - - - N.S. 11 | 65 3 4 | 1859 | - - - | 56 7 4 |
| Bewdley, Far Forest - N.S. 11 | 60 0 0 | 1849 | 1 8 11½ | 5 2 0 |
| Birts Morton - - - N.S. | 78 0 0 | 1861 | 1 13 4 | |
| Blockley - - - B.S. 6 | - - - | - - - | - - - | 5 0 0 |
| Blockley, Upper - Ch. of E. 8 | - - - | - - - | - - - | 319 3 8 |
| Bredicot - - - N.S. | 100 0 0 | 1845 | 2 8 5 | |
| " - - - " | 30 6 6 | 1848 | | |
| " - - - " | 12 10 0 | 1856 | | |
| Bretforton - - - N.S. | 75 0 0 | 1848 | | |
| Broadheath - - - N.S. | *18 0 0 | 1836 | | |
| Broadway - - - N.S. 10 | 150 0 0 | 1857 | 2 10 6 | 72 5 0 |
| Broadway, St. Mary's - R.C. 3 | - - - | - - - | - - - | 298 7 3 |
| Bromsgrove - - - N.S. 11 | *200 0 0 | 1834 | 13 19 3½ | 292 17 6 |
| " - - - " | - - - | - - - | a6 13 4 | |
| Bromsgrove, Park Place - R.C. | - - - | - - - | - - - | 33 0 0 |
| Bromsgrove, The Lickey - N.S. 11 | 295 0 0 | 1855 | 2 7 7½ | 355 10 0 |
| Castle Morton - - - N.S. | 102 0 0 | 1849 | | |
| Claines - - - N.S. | *100 0 0 | 1841 | 2 0 0½ | |
| Claines, St. George's - N.S. 12 | *123 0 0 | 1835 | 6 1 10 | 90 5 4 |
| Cleeve Prior - - Ch. of E. | 106 0 0 | 1859 | | |
| Clent - - - N.S. | - - - | - - - | 1 17 2 | |
| Clifton-on-Teme - - - N.S. 12 | 100 0 0 | 1844 | 1 5 8 | 27 7 5 |
| Cradley - - - N.S. 11 | 1,092 0 0 | 1856 | 12 8 10 | 439 5 6 |
| Cradley - - - Wes. 5 | - - - | - - - | 4 12 10 | 28 7 8 |
| Dodderhill - - - N.S. 10 | 100 0 0 | 1846 | 1 11 1½ | 8 8 0 |
| " - - - " | 46 0 0 | 1847 | | |
| Droitwich, Coventry Charity - N.S. | - - - | - - - | - - - | 12 0 0 |
| Droitwich, St. Peter's - N.S. 10 | 255 0 0 | 1858 | 14 16 0½ | 880 18 0 |
| " " - - " | 38 8 6 | 1858 | | |
| Dudley - - - B.S. | *400 0 0 | 1835 | | |
| Dudley, St. Edmund's - N.S. 1 | 450 0 0 | 1847 | 11 12 9½ | 718 3 8 |
| Dudley, St. James' - N.S. 1 | 150 0 0 | 1844 | 2 16 0 | 54 9 6 |
| Dudley, St. John's - N.S. 1 | 305 0 0 | 1848 | 6 6 11½ | 190 1 0 |
| Dudley, St. Thomas' - N.S. 1 | 520 0 0 | 1848 | 34 1 1½ | 600 4 2 |
| " " - - " | 35 0 0 | 1859 | | |
| " " - - " | 312 0 0 | 1859 | | |
| Dudley - - - Wes. 5 | 432 0 0 | 1859 | 10 16 6 | 246 0 4 |
| Eldersfield - - - N.S. 10 | 224 0 0 | 1860 | 4 12 5½ | 35 11 0 |
| Evenload - - - N.S. | 28 0 0 | 1844 | | |
| Evesham - - - B.S. 6 | 160 0 0 | 1846 | - - - | 1,024 7 0 |
| Evesham, All Saints, and St. Lawrence - - - N.S. 4 | 275 0 0 | 1844 | 5 12 2½ | 653 11 10 |
| Feckenham - - - N.S. 4 | 801 8 0 | 1859 | 4 12 10 | 90 9 0 |
| Finstall - - - N.S. 2 | 65 0 0 | 1848 | - - - | 2 15 0 |
| Grimley - - - N.S. | - - - | - - - | 1 1 2½ | |
| Hagley - - - N.S. 11 | - - - | - - - | 9 15 9½ | 886 1 10 |
| Hagley, Infants - - - N.S. | 85 0 0 | 1856 | | |
| Hales Owen - - - N.S. 12 | *285 0 0 | 1838 | 11 15 7½ | 637 8 8 |
| " - - - " | 42 0 0 | 1845 | | |
| " - - - " | 110 0 0 | 1850 | | |
| " - - - " | 3 6 3 | 1856 | | |
| " - - - " | 367 0 0 | 1860 | | |
| Hales Owen, Girls and Infants - N.S. 12 | - - - | - - - | - - - | 6 11 8 |
| Hales Owen (Quinton), Ch. Ch. N.S. 12 | 54 0 0 | 1842 | 1 14 10 | 51 2 4 |
| " " - - " | 10 0 0 | 1844 | | |
| " " - - " | 25 0 0 | 1852 | | |
| Hallow, Endowed - - N.S. 3 | 358 0 0 | 1858 | 3 15 4½ | 78 12 8 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| WORCESTERSHIRE—*cont.* | | | | |
| Hanbury - - - N.S. 11 | 254 0 0 | 1860 | 3 7 6½ | 141 6 0 |
| Hanbury, Broughton Green - N.S. | - - - | - - - | 1 5 0½ | |
| Harvington - - - N.S. | 59 0 0 | 1849 | 2 0 0 | |
| Headless Cross - - - N.S. 11 | - - - | - - - | - - - | 94 19 8 |
| Holt and Witley - - - N.S. | *30 0 0 | 1838 | | |
| Inkberrow - - - N.S. 11 | 112 10 0 | 1852 | 4 10 0 | 51 14 0 |
| Kidderminster (Mill Street), Infants - - - N.S. 11 | - - - | - - - | - - - | 128 18 4 |
| Kidderminster, New Meeting House Charity School - - 11 | 67 0 0 | 1858 | 10 19 3½ | 559 0 4 |
| Kidderminster, St. George's - N.S. 11 | 26 13 4 | 1850 | 26 1 3½ | 1,411 11 8 |
| " " - " | 39 0 0 | 1855 | | |
| " " - " | 210 0 0 | 1856 | | |
| Kidderminster, St. John's - N.S. 11 | 60 0 0 | 1844 | 8 3 8½ | 265 8 4 |
| " " - " | 62 10 0 | 1859 | | |
| " " - " | 80 13 4 | 1859 | | |
| Kidderminster, St. John's, Girls N.S. 11 | - - - | - - - | - - - | 7 15 0 |
| Kidderminster, St. Mary's - N.S. 11 | 50 0 0 | 1851 | 28 1 7 | 1,746 1 0 |
| " " - " | 8 6 8 | 1853 | | |
| " " - " | 25 0 0 | 1860 | | |
| King's Heath, Infant School - 10 | - - - | - - - | - - - | 11 19 0 |
| Leigh Sinton - - - N.S. 10 | - - - | - - - | 1 1 8 | 28 14 0 |
| Longdon, Endowed - - N.S. | 116 0 0 | 1850 | | |
| Lye (on the Waste) - - N.S. | 160 0 0 | 1846 | 7 6 10 | |
| " " - - " | 27 8 0 | 1858 | | |
| " " - - " | 344 8 0 | 1861 | | |
| Lye (Stamber-Mill) - - N.S. 4 | 230 0 0 | 1853 | - - - | 250 1 6 |
| " " - - " | 50 0 0 | 1855 | | |
| Malvern, Great, New Parochial - - Ch. of E. 4 | 1,293 0 0 | 1859 | - - - | 15 18 0 |
| Malvern, Great, St. Mary's (Barnard's Green) - - N.S. | 50 0 0 | 1843 | 13 9 2½ | |
| Malvern, North - - N.S. | - - - | - - - | 1 3 4 | |
| Malvern Morris - - Ch. of E. 10 | - - - | - - - | - - - | 283 17 8 |
| Malvern, The Link - - B.S. 6 | - - - | - - - | 2 13 4 | 176 19 6 |
| Malvern, The Link - - N.S. 10 | 75 0 0 | 1845 | 1 14 11 | 7 10 0 |
| Malvern Wells, St. Peter's - N.S. | *50 0 0 | 1839 | | |
| Martley - - - N.S. 11 | 144 0 0 | 1847 | 2 15 1 | 177 7 0 |
| Moreton, Abbot's - - N.S. | 20 0 0 | 1845 | 1 10 0 | |
| Moseley - - - N.S. 10 | - - - | - - - | 5 12 3 | 505 15 4 |
| Netherton - - Ch. of E. 2 | - - - | - - - | 2 6 8½ | 112 10 0 |
| Newbold-on-Stour - - N.S. 7 | 93 0 0 | 1849 | 3 2 4½ | 316 4 0 |
| Northfield - - - N.S. | *100 0 0 | 1838 | | |
| Offenham - - - N.S. 11 | - - - | - - - | 1 2 9½ | 107 12 0 |
| Oldbury - - - - Wes. 5 | - - - | - - - | 18 15 10½ | 1,053 15 5 |
| Oldbury - - - N.S. 2 | *75 0 0 | 1834 | 20 6 5 | 1,105 6 10 |
| " - - - " | 44 13 4 | 1855 | | |
| Oldbury (Chance's) - - N.S. 2 | 340 0 0 | 1852 | 9 12 0½ | 717 14 6 |
| " - - - " | - - - | - - - | a10 0 0 | |
| Oldbury, Tat Bank - - N.S. 2 | 311 0 0 | 1858 | 2 15 5½ | 58 10 0 |
| Oldbury, Road End Branch Sch. 2 | - - - | - - - | - - - | 5 10 0 |
| Overbury - - - Ch. of E. 10 | - - - | - - - | - - - | 43 15 0 |
| Oxford, Worcester, and Wolverhampton Railway - B.S. 6 | - - - | - - - | 2 3 4½ | 59 3 4 |
| Pershore - - - B.S. 6 | - - - | - - - | 3 7 8½ | 433 11 4 |
| Pershore - - - N.S. 12 | 32 0 0 | 1848 | 14 18 2 | 1,704 13 6 |
| " - - - " | 180 0 0 | 1854 | | |
| Powick - - - N.S. 11 | *60 0 0 | 1840 | 3 9 2½ | 375 4 10 |
| " - - - " | 13 0 0 | 1847 | | |
| " - - - " | 13 0 0 | 1853 | | |
| Powick, Bastonford Branch - N.S. 11 | - - - | - - - | - - - | 76 11 8 |
| Redditch - - - N.S. 12 | 600 0 0 | 1846 | 34 6 5½ | 1,571 10 7 |
| " - - - " | 87 0 0 | 1851 | | |
| " - - - " | 24 0 0 | 1857 | | |
| Redditch - - - Wes. 6 | 713 0 0 | 1860 | 6 5 0 | 80 17 11 |
| Redmarley - - - N.S. 10 | 64 0 0 | 1847 | - - - | 36 15 0 |
| Ripple - - - N.S. | 120 0 0 | 1846 | | |
| Rock - - - Ch. of E. 11 | - - - | - - - | 0 15 10½ | 34 7 8 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Worcestershire—*cont.*** | | | | |
| Romsley - - - - N.S. | 63 0 0 | 1851 | 1 6 8½ | |
| Salwarpe - - - - N.S. | - - - | - - - | 0 16 8 | |
| Sedgeberrow - - - N.S. | 40 0 0 | 1845 | 0 19 11½ | |
| Selly Oak - - - - N.S. 4 | - - - | - - - | 3 10 9½ | 11 1 6 |
| Shelsley, Woodbury Hill Reformatory School - - - 10 | - - - | - - - | - - - | 149 15 9 |
| Shipston-on-Stour - - N.S. 4 | 66 10 0 | 1842 | 2 18 5 | 204 19 6 |
| " " - - " | 18 5 0 | 1858 | | |
| Sparkbrook - - - N.S. 10 | 764 0 0 | 1857 | 20 17 3½ | 55 7 0 |
| Stoke Prior - - - N.S. 12 | *100 0 0 | 1840 | 16 5 5 | 52 3 0 |
| " - - " | 14 0 0 | 1859 | | |
| Stourbridge (New Road) - Wes. 5 | - - - | - - - | 4 13 4½ | 224 10 10 |
| Stourbridge, St. Thomas' - N.S. 4 | 475 0 0 | 1845 | 9 14 6½ | 157 0 0 |
| " " - " | 17 18 3 | 1859 | | |
| Stourbridge (Wollaston Road) - B.S. 11 | - - - | - - - | 4 10 11½ | 10 0 0 |
| Stourport, or Lower Mitton - N.S. 11 | 248 0 0 | 1845 | 19 18 8¼ | 1,300 15 0 |
| " " - " | 11 6 8 | 1852 | | |
| Swinford (Old) - - - N.S. | 1,004 0 0 | 1860 | - - - | 40 3 8 |
| Tardebigge - - - N.S. 11 | - - - | - - - | 3 18 1 | 130 17 6 |
| Tenbury - - - N.S. 10 | 414 0 0 | 1856 | 2 4 2¼ | 423 11 8 |
| Upton-on-Severn - - N.S. 11 | 50 0 0 | 1841 | 7 19 7½ | 129 18 8 |
| " " - - " | 49 0 0 | 1849 | | |
| " " - - " | 90 0 0 | 1852 | | |
| " " - - " | 483 0 0 | 1859 | | |
| Whittington - - Ch. of E. | 146 0 0 | 1860 | 1 9 2¼ | |
| Wichenford - - - N.S. | 67 0 0 | 1849 | 1 0 0 | |
| Witley - - - - N.S. 11 | - - - | - - - | - - - | 3 15 0 |
| Wollaston - - - N.S. 4 | - - - | - - - | 5 18 0½ | 289 1 8 |
| Worcester - - - - Wes. 6 | - - - | - - - | 4 3 4½ | 133 0 4 |
| Worcester, All Saints' - - N.S. 11 | 250 0 0 | 1843 | 5 8 6½ | 34 14 4 |
| Worcester, Church Schoolmasters' Association - - - | - - - | - - - | 3 8 10½ | |
| Worcester, Sansomes Place - N.S. 12 | 14 0 0 | 1859 | 7 10 8 | 93 9 0 |
| Worcester, St. Andrew's - N.S. | *200 0 0 | 1835 | | |
| Worcester, St. Clement's - N.S. 12 | 276 0 0 | 1856 | 6 0 8½ | 255 1 2 |
| Worcester, St. George's - R.C. | - - - | - - - | 1 3 4 | |
| Worcester, St. John's, in Bedwardine - - - N.S. 12 | 75 0 0 | 1843 | 16 12 5½ | 1,376 6 4 |
| " " " - - " | 186 0 0 | 1847 | | |
| " " " - - " | 1 12 0 | 1855 | | |
| " " " - - " | 16 0 0 | 1860 | | |
| Worcester, St. Martin's - - N.S. 12 | *250 0 0 | 1837 | 25 17 1½ | 1,238 16 8 |
| " " - - " | 21 0 0 | 1848 | | |
| " " - - " | 50 0 0 | 1853 | | |
| Worcester, St. Nicholas - N.S. 12 | - - - | - - - | 3 3 5½ | 91 9 4 |
| Worcester, St. Paul's, Boys and Girls - - - N.S. | 100 0 0 | 1843 | 21 1 2½ | |
| " " - - " | 118 0 0 | 1849 | | |
| " " - - " | 5 3 4 | 1850 | | |
| " " - - " | 5 16 0 | 1858 | | |
| " " - - " | 243 0 0 | 1860 | | |
| Worcester, St. Paul's, Infants - N.S. 11 | - - - | - - - | - - - | 481 14 8 |
| Worcester, St. Peter's (Diglis St.) N.S. 12 | 300 0 0 | 1845 | 32 11 11 | 1,609 1 4 |
| " " " - " | 25 0 0 | 1847 | | |
| " " " - " | 59 11 4 | 1856 | | |
| " " " - " | 239 0 0 | 1858 | | |
| " " " - " | 7 5 0 | 1858 | | |
| " " " - " | 9 10 0 | 1859 | | |
| Wribbenhall - - - N.S. 11 | 12 16 8 | 1857 | 3 2 5½ | 260 5 0 |
| **Yorkshire.** | | | | |
| Aberford - - - - N.S. 4 | - - - | - - - | - - - | 44 9 4 |
| Acklam - - - - N.S. | - - - | - - - | 2 6 8¼ | |
| Ackworth, Girls - - - N.S. 7 | - - - | - - - | 2 9 11½ | 493 7 8 |
| Ackworth (Lowther's Hospital), Boys - - - - N.S. | - - - | - - - | 2 10 0¼ | |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Ackworth, Low (Mrs. Howard's) Sch. 5 | - - - | - - - | - - - | 108 16 8 |
| Acomb - - - N.S. 5 | - - - | - - - | 2 2 6 | 44 19 0 |
| Addingham - - - N.S. 3 | 200 0 0 | 1845 | 14 18 11 | 548 0 4 |
| " - - - " | 15 14 6 | 1855 | | |
| Adwick-le-Street - - N.S. 7 | *60 0 0 | 1835 | - - - | 7 10 0 |
| Ainderby Steeple - - N.S. 3 | 267 12 0 | 1858 | 2 14 2½ | 98 14 0 |
| Aldborough - - Ch. of E. 6 | - - - | - - - | - - - | 40 16 0 |
| Aldborough and Boroughbridge N.S. 6 | 682 10 0 | 1855 | 7 16 4½ | 750 8 6 |
| Aldfield - - - N.S. 10 | - - - | - - - | - - - | 10 15 0 |
| Allerston - - - B.S. | 8 1 6 | 1846 | | |
| Allerston - - - N.S. | *20 0 0 | 1838 | 0 3 1 | |
| Allerton - - - B.S. 4 | 200 0 0 | 1846 | 3 17 3¾ | 267 5 0 |
| Allerton - - - N.S. | *73 0 0 | 1838 | | |
| Allerton Mauleverer - - R.C. 7 | - - - | - - - | 3 9 5½ | 292 4 2 |
| Almondbury, Central - - N.S. 12 | 343 0 0 | 1846 | 17 3 11½ | 1,567 15 1 |
| " - - - " | 36 6 0 | 1857 | *a*20 0 0 | |
| Almondbury, Lower Houses - N.S. 10 | 100 0 0 | 1847 | 4 14 0 | 167 18 0 |
| Alverthorpe and Hanshaw - N.S. 8 | 150 0 0 | 1849 | 6 8 11½ | 511 5 4 |
| " - - - " | 31 11 6 | 1856 | - - - | |
| Ampleforth - - - N.S. 5 | - - - | - - - | - - - | 16 0 0 |
| Anston - - - Ch. of E. 7 | - - - | - - - | - - - | 7 10 0 |
| Appleton Roebuck - - N.S. 4 | - - - | - - - | - - - | 161 14 0 |
| Ardsley - - - N.S. 7 | 60 0 0 | 1841 | 11 17 5 | 635 3 0 |
| " - - - " | 15 0 0 | 1845 | | |
| " - - - " | 50 0 0 | 1848 | - - - | |
| " - - - " | 5 14 0 | 1854 | - | |
| " - - - " | 48 0 0 | 1855 | | |
| Armitage Bridge - - N.S. 12 | - - - | - - - | 7 16 10½ | 953 13 6 |
| Askern - - - N.S. 8 | - - - | - - - | 1 2 6 | 103 16 2 |
| Askham Bryan - - N.S. | 179 0 0 | 1857 | 2 1 3 | |
| Aston - - - N.S. 7 | - - - | - - - | 1 0 2½ | 30 1 8 |
| Attercliffe, Boys - - N.S. 8 | 110 0 0 | 1842 | 22 18 7¾ | 995 11 0 |
| " - - - " | 20 0 0 | 1845 | - - - | |
| " - - - " | 150 0 0 | 1847 | | |
| " - - - " | 42 0 0 | 1855 | | |
| " - - - " | 20 0 0 | 1860 | | |
| Attercliffe, Girls - - N.S. 8 | - - - | - - - | - - - | 908 17 4 |
| Atwick - - - N.S. | - - - | - - - | 1 0 0½ | |
| Austerlands - - - N.S. 11 | 60 0 0 | 1841 | 1 14 2½ | 109 10 2 |
| Aysgarth - - - N.S. 3 | - - - | - - - | 1 5 5 | 13 15 0 |
| Ayton, Great - - - B.S. 6 | 140 0 0 | 1846 | 2 2 1 | 100 0 0 |
| Baildon - - - N.S. 10 | 150 0 0 | 1852 | 3 18 6½ | 145 8 8 |
| Bailiff Bridge - - - B.S. 9 | - - - | - - - | - - - | 101 5 0 |
| Balby and Hexthorpe - - N.S. 8 | - - - | - - - | 2 13 4 | 633 14 4 |
| Baldersby - - - N.S. 10 | - - - | - - - | 3 6 8 | 52 13 0 |
| Bankfoot, St. Matthew's - N.S. 2 | 201 13 4 | 1854 | 2 5 2½ | 415 1 2 |
| Bardsey, Endowed - - N.S. | - - - | - - - | 2 16 8 | |
| Barmby Moor - - - N.S. 5 | 108 0 0 | 1846 | 3 1 1¼ | 393 0 4 |
| " - - - " | 169 0 0 | 1861 | | |
| Barmby-on-the-Marsh - - N.S. | *55 0 0 | 1834 | | |
| Barnburgh - - - N.S. | - - - | - - - | 2 6 8½ | |
| Barnoldswick - - - N.S. 2 | *150 0 0 | 1837 | 3 14 3 | 270 6 0 |
| " - - - " | 17 0 0 | 1861 | | |
| Barnoldswick - - - Wes. 5 | - - - | - - - | 6 13 4 | 161 0 4 |
| Barnsley - - - N.S. 8 | 78 12 8 | 1857 | - - - | 970 3 9 |
| " - - - " | 61 15 6 | 1860 | | |
| Barnsley - - - Wes. | 444 0 0 | 1857 | | |
| Barnsley, Holyrood - - R.C. 7 | 1,124 8 0 | 1860 | 24 7 6½ | 929 2 4 |
| Barnsley, St. George's - N.S. 8 | - - - | - - - | 9 5 7 | 1,125 5 0 |
| Barnsley, St. John's - - N.S. 3 | 260 0 0 | 1848 | 4 4 2½ | 209 15 0 |
| Barnsley, St. Mary's - - N.S. 7 | 118 0 0 | 1843 | 4 15 4½ | 433 3 0 |
| Barrow - - - Ch. of E. | - - - | - - - | 3 9 11 | |
| Barton - - - N.S. | 310 0 0 | 1851 | 3 2 6½ | |
| Barwick-in-Elmet - - N.S. 4 | - - - | - - - | 5 8 7½ | 350 12 8 |
| Batley - - - Wes. 9 | 616 17 6 | 1854 | 17 9 2¾ | 868 16 0 |
| " - - - " | - - - | - - - | *a*9 9 4 | |
| Batley - - - N.S. 10 | 676 0 0 | 1861 | - - - | 85 18 0 |
| Batley, Carlinghow - - N.S. 10 | 140 0 0 | 1843 | 4 1 8 | 22 8 0 |
| Batley Carr - - - N.S. 9 | 406 0 0 | 1846 | 4 13 8¾ | 98 12 4 |
| Battyeford - - - N.S. 11 | - - - | - - - | - - - | 556 5 8 |

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| YORKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Battyeford, Ch. Ch. in Mirfield, Boys - - - N.S. | 175 0 0 | 1841 | 7 16 1¼ | |
| " " " - " | 157 0 0 | 1844 | | |
| Bedale - - - N.S. 3 | 188 0 0 | 1846 | 4 1 9½ | 688 14 10 |
| Beeford - - - N.S. 6 | 42 10 0 | 1847 | 3 8 8¾ | 14 13 4 |
| Beeston - - - N.S. 10 | - - - | - - - | 1 18 5 | 97 0 0 |
| Bentley in Arksey - - N.S. | 57 0 0 | 1843 | | |
| Beverley - - - Wes. 7 | 191 0 0 | 1852 | 16 3 5½ | 1,135 7 0 |
| Beverley, Beckside - - N.S. | 86 0 0 | 1852 | | |
| Beverley-Minster - - N.S. 6 | 300 0 0 | 1849 | 19 5 2 | 910 0 10 |
| " " " - " | - - - | - - - | *a*8 13 4 | |
| Beverley-Minster, Girls - N.S. 6 | - - - | - - - | - - - | 251 18 4 |
| Beverley, North Bar Street - R.C. 8 | - - - | - - - | - - - | 13 1 8 |
| Beverley, St. Mary and St. Nicholas' - - N.S. 5 | 219 0 0 | 1850 | 13 19 3¾ | 1,057 13 4 |
| Beverley, Wood Street - - N.S. | 100 0 0 | 1841 | | |
| Bierley - - - N.S. 1 | - - - | - - - | 8 14 6 | 414 14 0 |
| Bierley, Sticker Lane - - N.S. 1 | - - - | - - - | 2 8 11 | 8 0 0 |
| Bilsdale, Lord Feversham's Sch. 6 | - - - | - - - | - - - | 31 2 8 |
| Bingley - - - N.S. 2 | 79 0 0 | 1861 | 8 18 11½ | 22 10 0 |
| Bingley - - - Wes. 5 | 826 0 0 | 1861 | 16 5 0½ | 63 15 0 |
| Birdsall, Lord Middleton's Sch. - 6 | - - - | - - - | - - - | 136 4 0 |
| Birkenshaw - - - N.S. | *75 0 0 | 1840 | | |
| " - - - " | *45 0 0 | 1842 | | |
| " - - - " | 100 0 0 | 1846 | | |
| " - - - " | 192 0 0 | 1852 | | |
| " - - - " | 36 7 6 | 1852 | | |
| Birstal - - - N.S. 1 | 339 0 0 | 1848 | 15 16 0 | 947 12 8 |
| " - - - " | 6 0 0 | 1852 | | |
| Birstwith - - Ch. of E. 3 | - - - | - - - | 2 14 2 | 271 2 8 |
| Bishopthorpe - - N.S. 6 | - - - | - - - | 4 7 7½ | 266 13 4 |
| Bishop Wilton - - Ch. of E. 6 | - - - | - - - | - - - | 31 11 4 |
| Black Dike Mills, Evening School - | - - - | - - - | 2 11 1 | |
| Bolsterstone - - - N.S. 7 | 200 0 0 | 1852 | 3 6 8 | 362 13 0 |
| Bolton (Calverley) - - N.S. 10 | - - - | - - - | - - - | 89 14 6 |
| Bolton (near Bradford) - N.S. | 309 6 0 | 1859 | | |
| Bolton-on-Dearne - - N.S. 4 | 54 0 0 | 1841 | 4 16 8½ | 4 9 0 |
| Boothbanks - - - N.S. 10 | - - - | - - - | 1 3 4½ | 6 17 0 |
| Boston, Clifford, and Bramham Wes. 3 | 168 17 6 | 1853 | 6 16 8½ | 407 10 6 |
| " " " - " | - - - | - - - | *a*8 4 4 | |
| Boston Spa - - - N.S. 4 | 355 0 0 | 1856 | 3 6 8 | 147 5 6 |
| Bowling, St. John's - - N.S. 1 | - - - | - - - | 4 12 1 | 493 17 0 |
| Bracewell - - - N.S. | 36 0 0 | 1845 | 1 0 0 | |
| " - - - " | 16 19 0 | 1861 | | |
| Bradford, Borough, West - B.S. 3 | 240 0 0 | 1844 | 18 0 1 | 1,136 3 4 |
| " " " - " | 160 0 0 | 1848 | | |
| " " " - " | 58 0 0 | 1856 | | |
| Bradford, Broomfields Industrial Sch. - | 763 0 0 | 1859 | | |
| Bradford, Ch. Ch. - - N.S. 1 | 454 10 0 | 1853 | 13 1 9 | 778 3 2 |
| Bradford, Daisy Hill - - N.S. 2 | 300 0 0 | 1844 | 1 10 1 | 113 3 0 |
| Bradford, Low Moor, Boys & Girls N.S. 2 | - - - | - - - | 6 3 0¾ | 1,074 10 0 |
| Bradford, Hill Top, Low Moor, Infants - - - N.S. 2 | 65 0 0 | 1844 | - - - | 6 15 0 |
| " " " - " | 30 0 0 | 1844 | | |
| " " " - " | 89 0 0 | 1849 | | |
| " " " - " | 44 10 0 | 1850 | | |
| " " " - " | 27 0 0 | 1861 | | |
| Bradford, Manchester Road, Model Factory - - - N.S. 1 | 80 0 0 | 1850 | 24 15 1¼ | 2,899 14 [illegible] |
| " - - - " | 1,895 0 0 | 1856 | | |
| Bradford, Messrs. Walker's Factory - - - N.S. 1 | - - - | - - - | 32 10 2 | 2,301 19 4 |
| Bradford, New Leeds - N.S. 1 | 357 0 0 | 1846 | 15 1 5½ | 559 2 10 |
| Bradford, Richmond Terrace - Wes. 4 | 394 2 6 | 1853 | 15 4 2¼ | 613 16 0 |
| Bradford, Stott Hill - - N.S. 1 | - - - | - - - | 28 4 9½ | 2,240 3 2 |
| Bradford, St. Andrew's - - N.S. 2 | 1,194 0 0 | 1859 | 8 16 1 | 461 8 0 |
| Bradford, St. James' - - N.S. 1 | - - - | - - - | 22 18 1½ | 1,487 13 0 |
| Bradford, St. Jude's - - N.S. 1 | 406 0 0 | 1846 | 18 4 6 | 853 2 4 |
| " " - - " | 44 10 0 | 1855 | | |
| " " - - " | 24 0 0 | 1857 | | |

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| **Yorkshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Bradford, St. Marie's - - R.C. 8 | - - - | - - - | 16 2 4½ | 747 17 8 |
| Bradford, St. Patrick's - - R.C. 8 | 622 0 0 | 1859 | 15 17 2½ | 266 15 5 |
| Bradford, Tong Street - - N.S. 1 | - - - | - - - | - - - | 5 16 8 |
| Brafferton - - - - N.S. 6 | 440 0 0 | 1860 | 4 12 11½ | 110 15 0 |
| Bramham - - - - Ch. S, 4 | - - - | - - - | - - - | 8 19 2 |
| Bramley (Leeds) - - - N.S. 9 | 398 0 0 | 1850 | 7 5 3 | 706 0 4 |
| Bramley (Leeds) - - - Wes. 4 | - - - | - - - | 7 13 1 | 673 7 6 |
| Bramley, near Rotherham - N.S. 7 | - - - | - - - | 6 13 7 | 46 13 4 |
| Bramley Whitecote - - N.S. | 125 0 0 | 1848 | | |
| Brampton Bierlow - - N.S. 8 | - - - | - - - | 16 3 0½ | 931 5 8 |
| Brantingham-cum-Ellerker - N.S. 5 | 70 0 0 | 1846 | 5 0 10 | 11 11 0 |
| Brawby - - - - N.S. | 66 0 0 | 1854 | 0 18 4½ | |
| Bretton, Monk - - - N.S. 4 | 200 0 0 | 1846 | 1 10 0 | 10 2 0 |
| Bretton, West - - - N.S. 7 | - - - | - - - | - - - | 90 9 0 |
| Bridlington - - - N.S. 6 | 94 6 8 | 1856 | 10 12 5½ | 796 2 8 |
| " - - - " | 83 18 4 | 1860 | | |
| Bridlington, Infants - - N.S. 5 | 400 0 0 | 1858 | - - - | 234 17 10 |
| Bridlington Quay - - B.S. | *100 0 0 | 1837 | | |
| Bridlington Quay, Ch. Ch. - N.S. 6 | 330 0 0 | 1850 | 1 19 11½ | 226 5 4 |
| Bridlington Quay, Infants' School 6 | - - - | - - - | - - - | 2 10 0 |
| Bridlington Quay - - Wes. 7 | 17 11 0 | 1853 | 10 14 9 | 890 12 8 |
| " - - - " | - - - | - - - | a15 16 0 | |
| Brighouse - " - - N.S. 7 | *150 0 0 | 1836 | 13 10 0½ | 587 9 4 |
| " - - - " | 18 0 0 | 1845 | | |
| " - - - " | 26 7 6 | 1858 | | |
| Brockholes - - - N.S. 10 | *64 0 0 | 1839 | 1 13 6 | 3 2 0 |
| Brompton - - - B.S. 5 | 150 0 0 | 1841 | 2 14 10½ | 227 11 4 |
| " - - - " | 40 0 0 | 1859 | | |
| Brompton-on-Swale - - N.S. 3 | - - - | - - - | 1 0 11 | 70 10 8 |
| Broughton - - - R.C. 8 | - - - | - - - | 2 8 11½ | 441 1 4 |
| Buckden - - - Ch. of E. 3 | - - - | - - - | 1 3 4½ | 32 7 0 |
| Burley in Wharfdale (near Otley) - - - N.S. 10 | 20 0 0 | 1845 | 8 10 1½ | 636 11 8 |
| " - - - " | 10 4 10 | 1859 | | |
| Burley (near Leeds) - - N.S. 9 | 238 0 0 | 1847 | 15 11 3½ | 904 15 0 |
| " - - - " | 115 0 0 | 1858 | | |
| Burley Township (*b*) - - B.S. | - - - | - - - | 3 10 0½ | 189 15 0 |
| Burmantofts' St. Stephen's - N.S. 10 | 559 0 0 | 1861 | 3 5 8½ | 83 12 0 |
| Burneston, Endowed - - N.S. | 70 0 0 | 1853 | 1 13 4½ | |
| Burnlee, Infants - - - N.S. 10 | 100 0 0 | 1852 | - - - | 14 0 0 |
| Burton Agnes, Boys - - N.S. | *48 0 0 | 1835 | | |
| Burton Agnes, Girls - - N.S. 6 | - - - | - - - | - - - | 105 6 0 |
| Burton, Bishop - - Ch. of E. 6 | 291 0 0 | 1860 | - - - | 44 15 2 |
| Burton Constable - - N.S. 3 | - - - | - - - | 1 13 4½ | 12 12 0 |
| Burton Constable - - R.C. | - - - | - - - | 1 1 4½ | |
| Burythorpe - - - N.S. 5 | - - - | - - - | 1 1 4½ | 334 6 8 |
| Buslingthorpe - - - N.S. 9 | 95 0 0 | 1848 | 23 19 2½ | 1,176 3 8 |
| " - - - " | 37 0 0 | 1852 | | |
| " - - - " | 786 0 0 | 1860 | | |
| Buttershaw - - - N.S. 2 | - - - | - - - | - - - | 13 11 0 |
| Calder Farm Industrial Reformatory - - - - 11 | - - - | - - - | 1 0 0 | 593 16 0 |
| Caldwell Church School - - - 3 | - - - | - - - | 1 13 3½ | 28 9 3 |
| Calverley - - - - N.S. 10 | - - - | - - - | 9 17 6 | 687 2 0 |
| Calverley, Infants - - N.S. 10 | 270 0 0 | 1856 | - - - | 149 18 4 |
| Calverley - - - - Wes. 2 | - - - | - - - | 5 15 8 | 181 19 0 |
| Cantley - - - - N.S. 6 | 88 0 0 | 1848 | 2 7 6 | 105 0 0 |
| Carcroft (in Owston) - - N.S. 6 | 53 0 0 | 1843 | - - - | 52 10 0 |
| Carleton-in-Skipton - Ch. of E. 2 | - - - | - - - | - - - | 124 0 4 |
| Carlton - - - - R.C. | - - - | - - - | 2 1 8 | 32 10 0 |
| Carlton in Coverham - - N.S. | *55 0 0 | 1836 | | |
| Carlton in Snaith - Ch. of E. 5 | - - - | - - - | 1 17 8 | 158 19 0 |
| Carlton Miniott - - - N.S. | 73 10 0 | 1850 | 1 6 8½ | |
| Castleford - - - - N.S. 3 | *39 0 0 | 1839 | 8 18 5½ | 47 5 0 |
| Castleford - - - - Wes. 3 | 396 0 0 | 1860 | 5 0 0 | 110 9 0 |
| Castle Howard Reformatory - - 11 | - - - | - - - | - - - | 471 15 6 |
| Catwick - - - - N.S. 6 | 45 0 0 | 1847 | - - - | 40 16 8 |
| Cave, North, Boys - - N.S. 6 | - - - | - - - | 5 19 0 | 268 12 10 |
| Cave, North, Girls - - N.S. 6 | - - - | - - - | 2 0 10 | 324 2 0 |
| Cave, North - - - Wes. 12 | - - - | - - - | - - - | 13 15 0 |

*a* Scientific apparatus. *b* School has ceased to exist.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Cave Cross South, Boys School - - 5 | - - - | - - - | - - - | 4 4 0 |
| Cawood School - - - - | - - - | - - - | 1 9 10½ | 31 18 4 |
| Choppards in Holmfirth - N.S. | *80 0 0 | 1840 | | |
| Church Catton - - - Par. 5 | - - - | - - - | - - - | 5 0 0 |
| Clapham - - - Ch. of E. | - - - | - - - | 2 10 0½ | |
| Clayton - - - - N.S. 2 | 627 0 0 | 1859 | 10 18 0½ | 580 4 0 |
| Cleckheaton - - - B.S. | *175 0 0 | 1835 | | |
| Cleckheaton - - - N.S. 1 | *200 0 0 | 1835 | 20 1 1 | 898 18 4 |
| " - - - - " | 220 0 0 | 1847 | | |
| " - - - - " | 4 10 0 | 1850 | | |
| " - - - - " | 20 0 0 | 1851 | | |
| " - - - - " | 19 8 0 | 1854 | | |
| " - - - - " | 6 14 0 | 1856 | | |
| " - - - - " | 97 0 0 | 1857 | | |
| Clifford - - - - N.S. | - - - | - - - | 3 19 2½ | 64 2 6 |
| Clifford, St. Edward's - - R.C. 2 | - - - | - - - | 2 16 9½ | 122 17 10 |
| Clifton - - - - N.S. | 33 0 0 | 1841 | | |
| Coatham - - - Ch. of E. 3 | - - - | - - - | - - - | 174 11 4 |
| Coley - - - - N.S. 12 | 225 0 0 | 1845 | 12 17 5½ | 937 19 0 |
| " - - - - " | - - - | - - - | *a*10 0 0 | |
| Coley, North Owram - Ch. of E. 11 | - - - | - - - | - - - | 204 11 6 |
| Conisborough, Infants - - N.S. | - - - | - - - | - - - | 2 0 0 |
| Coniston, Cold - - Ch. of E. 3 | - - - | - - - | - - - | 39 6 0 |
| Cononley in Kildwick - - N.S. 1 | 110 0 0 | 1846 | 5 14 11½ | 518 6 2 |
| Cottingham - - - N.S. 6 | *100 0 0 | 1836 | 6 18 0 | 664 4 4 |
| Cowcliffe and Nethercyd - N.S. 11 | 297 0 0 | 1856 | 1 18 5 | 223 11 8 |
| Cowling, Cross Hills - - N.S. | 192 0 0 | 1847 | 1 9 6 | 113 15 0 |
| Cowton, East - - - N.S. | 50 0 0 | 1843 | 1 1 4 | |
| Crakehill District - - N.S. | - - - | - - - | 2 13 3 | |
| Crayke - - - - N.S. 4 | - - - | - - - | - - - | 235 12 8 |
| Croft - - - - N.S. 3 | 100 0 0 | 1845 | 12 13 9½ | 617 19 8 |
| " - - - - " | 65 2 6 | 1851 | | |
| " - - - - " | 19 0 0 | 1855 | | |
| Crossland, South - - - N.S. | *115 0 0 | 1836 | 6 1 1½ | |
| Cross Pool - - - N.S. | - - - | - - - | 3 13 5½ | 28 16 8 |
| Cross Stone - - - N.S. 12 | 250 0 0 | 1847 | 5 7 5 | 293 1 4 |
| " - - - - " | 36 10 0 | 1860 | | |
| Cullingworth - - - N.S. 6 | 152 0 0 | 1843 | - - - | 691 12 4 |
| Cullingworth - - - Wes. | 722 0 0 | 1857 | 15 2 5½ | |
| Dallowgill - - - N.S. 10 | - - - | - - - | 1 10 0 | 107 10 11 |
| Dalton-in-Kirby-Ravensworth - N.S. | *37 0 0 | 1840 | 1 1 2 | |
| " " - " | 45 0 0 | 1846 | | |
| Dalton-in-Topcliffe " - - N.S. 10 | - - - | - - - | 1 11 6½ | 7 10 0 |
| Danby - - - - N.S. 5 | - - - | - - - | 1 10 0 | 176 5 0 |
| Darfield - - - - N.S. 7 | 103 0 0 | 1842 | 14 17 4½ | 414 10 0 |
| " - - - - " | 12 3 4 | 1858 | | |
| " - - - - " | 1 16 7 | 1858 | | |
| Darley - - - - B.S. 4 | - - - | - - - | - - - | 29 6 0 |
| Darnall - - - - N.S. | *144 0 0 | 1840 | 9 15 6 | |
| Darrington - - - N.S. 7 | 234 0 0 | 1859 | 1 13 4 | 59 7 0 |
| Deepcar - - - N.S. 7 | 226 0 0 | 1857 | 3 2 6 | 44 10 0 |
| Denholme Gate - - - N.S. 2 | 208 0 0 | 1847 | 8 10 8 | 609 1 8 |
| " - - - - " | 12 10 0 | 1861 | | |
| Dent - - - - N.S. 3 | 180 0 0 | 1845 | 1 17 3½ | 155 9 4 |
| " - - - - " | 30 13 4 | 1858 | | |
| Dewsbury (Middle Parish) - N.S. 8 | 430 0 0 | 1813 | 19 18 9½ | 1,369 16 10 |
| " " " - " | 20 0 0 | 1845 | | |
| " " " - " | 469 0 0 | 1858 | | |
| Dewsbury Moor, Sunday School - | *110 0 0 | 1839 | | |
| Dewsbury, West Town - - N.S. 7 | 670 18 6 | 1855 | 2 10 0½ | 269 2 0 |
| Dodworth, Town, Boys - - N.S. 7 | - - - | - - - | 7 6 1½ | 491 19 0 |
| Dodworth, Girls and Infants - N.S. 7 | 250 0 0 | 1859 | 5 11 3½ | 467 8 8 |
| " " - - " | 3 9 4 | 1855 | | |
| Doncaster - - - - B.S. 4 | *300 0 0 | 1835 | 25 6 2½ | 2,263 11 0 |
| " - - - - " | 175 6 0 | 1848 | | |
| " - - - - " | 19 10 0 | 1855 | | |
| Doncaster - - - - N.S. 8 | 170 0 0 | 1844 | 12 7 11 | 2,466 15 10 |
| " - - - - " | 10 0 0 | 1848 | | |
| " - - - - " | 10 0 0 | 1849 | | |
| " - - - - " | 90 0 0 | 1855 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| YORKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Doncaster, Ch. Ch. - - - N.S. 7 | 424 10 0 | 1852 | 20 7 9¾ | 1,684 5 8 |
| " " - - - " | 76 0 0 | 1856 | | |
| Doncaster (Great Northern Railway Company's) - - N.S. 6 | - - - | - - - | 19 0 1 | 1,008 19 6 |
| Doncaster - - - - R.C. | - - - | - - - | 3 11 11 | 36 3 0 |
| Draughton - - - - N.S. | 100 0 0 | 1851 | | |
| Driffield, Great - - - N.S. 6 | 516 0 0 | 1855 | 11 11 7¾ | 652 13 0 |
| Dringhouses, St. Edward's - N.S. 6 | - - - | - - - | 6 0 1¼ | 428 3 8 |
| Drypool - - - - Ch. of E. 6 | 24 8 4 | 1859 | 9 6 1 | 352 6 0 |
| Duggleby - - - - N.S. 5 | - - - | - - - | - - - | 68 17 0 |
| Dunsforth - - - - N.S. | 209 0 0 | 1861 | | |
| Easington, near Redcar - - N.S. | *28 0 0 | 1834 | | |
| Easington, near Hull - - N.S. 6 | 281 2 0 | 1860 | 2 9 5¾ | 40 10 8 |
| Easingwold - - - - N.S. 4 | - - - | - - - | - - - | 18 10 0 |
| Easingwold - - - - Wes. 1 | - - - | - - - | 4 3 4 | 6 9 6 |
| Eastbrook - - - - Wes. 4 | - - - | - - - | 9 11 9¼ | 193 14 0 |
| Eastoft - - - - N.S. | 82 10 0 | 1849 | 5 1 0 | 52 10 0 |
| " - - - " | 5 1 0 | 1849 | | |
| Eastrington - - - - N.S. 5 | 89 0 0 | 1845 | 1 10 2½ | 1 15 0 |
| " - - - " | 9 10 0 | 1860 | | |
| Eastwood, St. Mary's - - N.S. 2 | 432 0 0 | 1858 | 5 19 2¾ | 186 14 8 |
| Eccup - - - - N.S. | 76 0 0 | 1847 | | |
| Ecclesall - - - - N.S. 7 | *100 0 0 | 1834 | 4 18 3¾ | 587 16 6 |
| " - - - " | 254 0 0 | 1861 | | |
| Ecclesall, Greystones - - N.S. | - - - | - - - | - - - | 246 3 4 |
| Ecclesall, Parsonage, Girls' Ch. of E. | - - - | - - - | 2 5 3¾ | 183 16 8 |
| Ecclesfield, Feoffees School - - | - - - | - - - | 3 0 5¾ | 24 10 4 |
| Ecclesfield, High Green - - B.S. 10 | 101 0 0 | 1845 | 18 18 0¾ | 964 0 10 |
| " " " - - " | 100 0 0 | 1848 | | |
| " " " - - " | 17 0 0 | 1856 | | |
| " " " - - " | 130 0 0 | 1860 | | |
| Ecclesfield Rawson's Infants S. - 6 | - - - | - - - | - - - | 9 5 0 |
| Ecclesfield, Shire Green, Pismire Hill - - - - N.S. 7 | 205 8 0 | 1857 | 2 18 5 | 52 11 0 |
| Eccleshill - - - - N.S. 2 | 150 0 0 | 1844 | 7 10 0¾ | 68 9 6 |
| " - - - " | 46 4 5 | 1859 | | |
| Elland - - - - N.S. 12 | 500 0 0 | 1847 | 20 5 2¾ | 1,784 8 4 |
| " - - - " | 10 0 0 | 1851 | | |
| " - - - " | 13 6 8 | 1853 | | |
| " - - - " | 20 13 0 | 1859 | | |
| Elland Edge - - - - N.S. | - - - | - - - | 1 0 0 | |
| Elmsall, South - - - Wes. 1 | 323 10 0 | 1856 | 7 0 10 | 111 3 0 |
| Elsecar - - - - N.S. 8 | 222 0 0 | 1852 | 18 3 5¾ | 1,576 8 6 |
| Embsay-cum-Eastby, St. Mary's N.S. 1 | 126 0 0 | 1849 | 7 14 6 | 671 17 1 |
| " " " - " | 57 0 0 | 1850 | | |
| Escrick - - - - N.S. 5 | - - - | - - - | - - - | 880 17 4 |
| Etton - - - - N.S. 6 | 292 0 0 | 1856 | 2 6 10½ | 236 19 0 |
| Etton, Infants - - - N.S. | 91 0 0 | 1857 | | |
| Farndale - - - - Ch. of E. 7 | - - - | - - - | - - - | 11 5 3 |
| Farnley - - - - N.S. 10 | 336 0 0 | 1848 | 4 13 4½ | 230 19 0 |
| Farnley Iron Works - - N.S. 10 | - - - | - - - | 22 14 6¾ | 614 10 4 |
| Farnley Tyas - - - N.S. 11 | - - - | - - - | 2 16 11 | 20 2 0 |
| Farsley, St. John's - - N.S. 10 | 236 0 0 | 1848 | 7 1 6 | 675 18 4 |
| " - - - " | 266 17 0 | 1857 | | |
| Farsley, United Methodist Free Church School - - - 3 | - - - | - - - | 5 13 0 | 149 2 0 |
| Fenton (Church) - - - N.S. | *40 0 0 | 1840 | | |
| Filey - - - - N.S. 6 | - - - | - - - | 1 8 4 | 102 13 0 |
| Filey - - - - Wes. 7 | 663 0 0 | 1858 | 10 3 2 | 308 11 0 |
| Flamborough - - - N.S. 6 | 100 0 0 | 1846 | 3 0 0¾ | 63 11 0 |
| Flockton, Grammar School (late Denby Grange) - - - 7 | 300 0 0 | 1860 | 7 9 5¾ | 1,032 11 0 |
| Flockton (Manor House) (*a*) - B.S. | - - - | - - - | 3 2 8¼ | 207 4 2 |
| Foston - - - - N.S. 4 | 25 0 0 | 1844 | 2 12 0¾ | 144 10 6 |
| Friday Thorpe - - - N.S. | 26 0 0 | 1841 | | |
| Frodingham, North - - N.S. 6 | 85 0 0 | 1845 | 2 3 1¾ | 92 13 10 |
| " - - - " | 18 10 0 | 1859 | | |
| Fulford - - - - N.S. | 35 0 0 | 1845 | | |
| Fulwood - - - - N.S. | 45 0 0 | 1841 | 1 8 8 | |
| Fylingdales - - - N.S. 7 | - - - | - - - | 1 13 4 | 69 11 0 |

*a* School no longer exists.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| YORKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Garforth - - - N.S. 10 | - - - | - | - 4 15 10½ | 191 18 6 |
| Garforth - - - Wes. 3 | - - - | - | - 5 12 7 | 440 1 10 |
| Gargrave - - - N.S. 2 | 248 7 8 | 1848 | 11 3 5½ | 1,051 15 6 |
| " - - - " | 12 12 0 | 1856 | - - - | |
| Gargrave, St. Mary's - - R.C. 4 | - - - | - | - 0 18 8½ | 2 15 0 |
| Garsdale - - - N.S. | 54 0 0 | 1841 | - - - | |
| Garthorpe - - - N.S. | - - - | - | - - - | 73 6 8 |
| Garton-on-the-Wolds - Ch. of E. 6 | - - - | - | - - - | 18 15 0 |
| Gawber Town - - Ch. of E. 7 | 390 0 0 | 1858 | 2 10 0¾ | 135 6 0 |
| Gawthorpe - - - N.S. | 123 10 0 | 1841 | | |
| " - - - " | 48 6 8 | 1857 | | |
| Giggleswick - - - N.S. 2 | 125 0 0 | 1861 | - 6 8 0¼ | 359 8 0 |
| Gildersome - - - N.S. | *73 0 0 | 1840 | | |
| " - - - " | 16 10 0 | 1840 | | |
| " - - - " | 10 0 0 | 1846 | | |
| " - - - " | 6 10 0 | 1847 | | |
| Gilling - - - N.S. 4 | 208 0 0 | 1848 | - 1 11 0½ | 1,668 11 6 |
| Golcar - - - N.S. | - - - | - | - 4 0 10 | 15 3 0 |
| Goldsborough - - N.S. 4 | - - - | - | - 1 13 4 | 191 9 4 |
| Gomersall, Little - - N.S. 1 | 170 0 0 | 1844 | 7 8 4 | 599 0 8 |
| Goole - - - Wes. 12 | - - - | - | - 15 11 11¼ | 1,295 5 0 |
| Goole, St. John's - - N.S. 5 | 288 0 0 | 1847 | 8 2 9½ | 1,010 4 4 |
| " - - - " | 83 5 0 | 1857 | | |
| Grassington - - - N.S. 1 | 110 0 0 | 1846 | 4 3 3½ | 546 1 6 |
| " - - - " | 50 0 0 | 1852 | | |
| " - - - " | 23 11 6 | 1861 | | |
| Greenholme Mills - - B.S. 4 | - - - | - | - 5 14 2 | 238 9 0 |
| Greetland - - - Wes. 9 | - - - | - | - 13 13 8 | 1,426 1 8 |
| Greenhow and Bridge House Gate - - - N.S. | - - - | - | - 2 5 1 | |
| Grewelthorpe - - - N.S. | *36 0 0 | 1837 | - 2 3 10¾ | |
| Grimstone - - - Ch. of E. 6 | 215 0 0 | 1860 | - 1 14 6¼ | 13 15 0 |
| Grimstone (Lady Londesborough's) - - - N.S. | - - - | - | - - - | 15 11 8 |
| Grindleton - - - N.S. 3 | *30 0 0 | 1838 | 1 5 0 | 35 18 0 |
| Grosmont - - - N.S. 7 | 54 0 0 | 1846 | 1 6 8½ | 42 11 6 |
| " - - - " | 34 0 0 | 1857 | | |
| " - - - " | 96 10 0 | 1860 | | |
| Guisborough (Providence) Ch. of E. 4 | 261 0 0 | 1857 | 4 10 0½ | 296 3 2 |
| Guisley - - - N.S. 1 | *160 0 0 | 1841 | 16 14 0½ | 790 13 0 |
| Gunnerside - - - Wes. 6 | - - - | - | - 6 10 6 | 238 8 8 |
| Hainsworth - - - B.S. | *40 0 0 | 1836 | | |
| Halifax, Great Albion Street - B.S. | 350 0 0 | 1845 | 21 16 0 | |
| Halifax (Copley Factory) Ch. of E. 11 | - - - | - | - 28 0 4¾ | 1,922 13 4 |
| " " | - - - | - | - a10 0 0 | |
| Halifax, Haley Hill Shed - N.S. 11 | - - - | - | - 63 0 9½ | 2,744 0 0 |
| " " | - - - | - | - a18 0 8 | |
| Halifax, Holy Trinity - - N.S. 11 | - - - | - | - 12 7 1½ | 1,014 9 6 |
| Halifax, Orange Street - - Wes. | 816 0 0 | 1857 | 8 5 0½ | 437 9 0 |
| Halifax (Queen's Head) - N.S. 12 | 400 0 0 | 1848 | 29 16 6½ | 2,135 1 2 |
| " " | - - - | - | - a11 11 4 | |
| Halifax, St. James', Cross Hills - - - N.S. 10 | 432 0 0 | 1845 | 20 6 9 | 2,182 18 4 |
| Halifax, St. James', Victoria Street - - - N.S. 10 | *300 0 0 | 1840 | 17 1 2 | 2,036 14 0 |
| Halifax, St. John's - - N.S. | - - - | - | - 4 2 0½ | |
| Halifax, South-east Parish - N.S. 12 | 513 0 0 | 1845 | 26 17 7½ | 2,385 18 4 |
| Hallam, Upper - - - B.S. 9 | *30 0 0 | 1834 | - - - | 79 10 0 |
| Hampsthwaite - - - N.S. | 307 0 0 | 1861 | | |
| Handsworth Woodhouse - N.S. 10 | - - - | - | - - - | 11 5 0 |
| Hanging Heaton - - N.S. 10 | 130 0 0 | 1845 | 4 3 5½ | 7 0 0 |
| " - - - " | 74 0 0 | 1851 | | |
| Harewood - - - N.S. 10 | - - - | - | - - - | 563 18 0 |
| Harrogate, High - - N.S. 3 | *100 0 0 | 1837 | 4 5 3 | 362 18 10 |
| " - - - " | 100 0 0 | 1841 | | |
| Harrogate, Low, Saint Mary's - N.S. 4 | *50 0 0 | 1837 | 4 2 7 | 252 17 2 |
| Harthill, Endowed - Ch. of E. 9 | - - - | - | - 2 10 0½ | 85 2 8 |
| Hawes - - - N.S. 4 | 135 0 0 | 1847 | 4 13 7¼ | 128 17 0 |
| " - - - " | 16 0 0 | 1847 | | |
| Haworth - - - B.S. | *125 0 0 | 1837 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Haworth - - - - N.S. 1 | 27 0 0 | 1851 | 8 19 10¼ | 1,530 4 6 |
| " - - - - " | 95 0 0 | 1856 | | |
| " - - - - " | 12 13 4 | 1856 | | |
| Haworth - - - - Wes. 5 | 250 0 0 | 1861 | 21 16 0 | 1,201 15 6 |
| " - - - - " | - - - | - - - | *a*6 13 4 | |
| Haslewood - - - R.C. 7 | - - - | - - - | 1 11 7 | 245 8 4 |
| Headingley Glebe, Girls - N.S. 9 | 45 0 0 | 1848 | 2 14 10½ | 171 18 4 |
| Headingley Town, Boys - N.S. 10 | 187 0 0 | 1848 | 9 9 3½ | 674 1 2 |
| " - - - - " | 46 0 0 | 1855 | | |
| Heath - - - - Par. 8 | - - - | - - - | 4 16 9 | 200 11 0 |
| Heaton, Earl's - - - N.S. 2 | 290 0 0 | 1847 | 7 17 8 | 698 14 0 |
| Hedon - - - - N.S. 6 | *90 0 0 | 1837 | - - - | 166 5 4 |
| Heeley - - - - N.S. 8 | - - - | - - - | 1 11 6½ | 321 10 4 |
| Helme - - - - Ch.S. | - - - | - - - | 3 11 8½ | |
| Helmsley, Lord Faversham's - N.S. 6 | - - - | - - - | - - - | 49 4 0 |
| Helmsley - - - - N.S. | - - - | - - - | 1 13 11½ | |
| Helmsley - - - - Wes. 5 | - - - | - - - | 3 11 8½ | 161 6 4 |
| Heslington - - - - N.S. 4 | - - - | - - - | - - - | 109 11 0 |
| Hessay - - - - N.S. | 45 0 0 | 1852 | 0 9 4 | |
| Hessle - - - - N.S. 6 | 283 0 0 | 1856 | 7 6 10½ | 248 11 8 |
| Hinderwell - - - N.S. 7 | - - - | - - - | - - - | 26 13 0 |
| Holbeck - - - - Wes. 3 | 892 0 0 | 1860 | 10 0 0 | 124 16 4 |
| Holme Bridge - - - N.S. 10 | 180 0 0 | 1842 | 9 12 11 | 300 0 0 |
| " - - - - " | 30 0 0 | 1845 | | |
| " " - - - " | 174 13 4 | 1861 | | |
| " " - - - " | *60 0 0 | 1837 | | |
| Holme (Lane End) - - B.S. | - - - | - - - | 3 8 2 | 60 2 0 |
| Holme, on Spalding Moor - N.S. 5 | - - - | - - - | 1 6 8½ | |
| Holme - - - - R.C. | - - - | - - - | 6 1 1½ | 171 17 0 |
| Holme - - - - Wes. 4 | - - - | - - - | - - - | 20 1 0 |
| Holmfirth - - - - N.S. 10 | - - - | - - - | 10 7 3½ | 835 3 6 |
| Holmfirth - - - - Wes. 4 | - - - | - - - | 2 13 6 | 70 6 6 |
| Honley - - - - N.S. 10 | 500 0 0 | 1846 | | |
| " - - - - " | 13 0 0 | 1860 | | |
| Horbury - - - - N.S. 8 | - - - | - - - | 12 14 1½ | 1,432 16 6 |
| Hornsea - - - - N.S. 7 | 200 0 0 | 1845 | 4 6 8½ | 324 6 4 |
| Horseforth Town - - N.S. 10 | - - - | - - - | 15 11 10½ | 621 19 0 |
| Horseforth Town, Inft. Sch. - 10 | - - - | - - - | - - - | 7 15 0 |
| Horton Great - - - N.S. 2 | 1,294 0 0 | 1861 | 18 18 4½ | |
| Horton, Great, High Street - Wes. 4 | 1,250 0 0 | 1860 | 20 4 9½ | 714 17 0 |
| Howden - - - - Wes. 12 | 238 0 0 | 1850 | 12 15 2½ | 1,016 8 0 |
| " - - - - " | 12 12 0 | 1858 | | |
| Hoyland, High - - - N.S. 8 | - - - | - - - | 10 5 8½ | 956 17 4 |
| Hoylandswaine - - - N.S. 8 | 135 0 0 | 1850 | 4 17 8½ | 457 0 4 |
| Hoyle Mill, Infants - - N.S. 7 | 193 0 0 | 1854 | 3 15 3½ | 15 3 0 |
| Huddersfield - - - B.S. | *250 0 0 | 1839 | | |
| Huddersfield, Holy Trinity - N.S. 11 | 82 10 0 | 1844 | 12 10 8½ | 2,029 13 0 |
| Huddersfield, Longroyd Bridge N.S. 12 | - - - | - - - | 35 7 1½ | 1,890 2 0 |
| Huddersfield, Northgate, Infants - - - - N.S. | *170 0 0 | 1840 | | |
| Huddersfield, St. Paul's - N.S. 11 | 600 0 0 | 1848 | 33 3 2¾ | 2,103 19 6 |
| Huddersfield, St. Peter's (Seed Hill) - - - - N.S. 11 | 206 0 0 | 1846 | 24 19 6 | 2,662 6 5 |
| Hull - - - - P.U. 5 | - - - | - - - | - - - | 58 6 8 |
| Hull, Edward Street (Dock Green Head) - - - B.S. | *305 0 0 | 1834 | | |
| Hull (Holderness Ward) - B.S. 12 | *200 0 0 | 1840 | 40 4 2 | 2,248 6 8 |
| Hull, Holy Trinity (Vicar Lane) N.S. 5 | 940 0 0 | 1858 | 24 6 7½ | 968 6 8 |
| Hull, Nautical School - - 5 | - - - | - - - | *a*10 0 0 | 250 16 8 |
| Hull, Ragged Industrial School - 5 | 1,277 0 0 | 1857 | 4 19 11½ | 193 17 9 |
| Hull (Salthouse Lane) - - - N.S. 5 | 450 0 0 | 1852 | 31 4 8½ | 1,972 8 9 |
| " - - - - " | 20 0 0 | 1853 | | |
| Hull, Savings Bank - - B.S. | - - - | - - - | - - - | 171 13 0 |
| Hull (South Myton) - - - Wes. 1 | 420 0 0 | 1851 | 30 16 8½ | 1,910 16 4 |
| " " - - - " | 28 4 0 | 1858 | | |
| " " - - - " | 16 0 0 | 1858 | | |
| " " - - - " | 295 0 0 | 1860 | | |
| Hull, Canning Street - - R.C. *b* | - - - | - - - | *a*20 14 9½ | 1,217 7 10 |

*a* Scientific apparatus.

*b* No longer exists. Boys and infants transferred to Hull, St. Charles', Pryme Street, R.C., and girls to Hull, St. Joseph's, Anlaby Road, R.C.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Hull, St. Charles', Pryme Street R.C. 8 | 1,085 0 0 | 1861 | - - - | 282 7 6 |
| Hull, St. James' - - - N.S. 6 | 690 0 0 | 1845 | 35 7 9¼ | 2,408 3 4 |
| " " - - - " | 218 10 0 | 1849 | | |
| Hull, St. John's (Savings Bank) N.S. 5 | 359 0 0 | 1854 | 35 2 2 | 1,584 18 4 |
| " " " - " | 170 0 0 | 1855 | | |
| Hull, St. Joseph's, Anlaby Road R.C. 8 | - - - - - - | - - - | - - - | 295 12 0 |
| Hull, St. Mark's - - N.S. 6 | 153 0 0 | 1840 | 14 9 11¼ | 1,594 7 2 |
| " " - - - " | 30 0 0 | 1843 | | |
| " " - - - " | 914 0 0 | 1858 | | |
| Hull, St. Mary's, Infants - N.S. | *187 0 0 | 1838 | | |
| Hull, St. Mary's, Wilton Street R.C. 8 | 925 4 0 | 1857 | 10 5 8¼ | 378 3 0 |
| Hull, St. Stephen's (Collier Street), Boys - - - N.S. 6 | 221 0 0 | 1842 | 34 4 6¼ | 1,153 9 2 |
| " " " - " | 22 10 0 | 1848 | | |
| " " " - " | 153 0 0 | 1858 | | |
| Hull, St. Stephen's, Spring Street, Girls - - - N.S. 6 | 541 0 0 | 1856 | 8 6 8 | 1,141 6 10 |
| Hull, St. Stephen's, Infants - N.S. 6 | - - - | - - - | - - - | 557 17 2 |
| Hull, Trippett, Industrial Ch. of E. | 605 0 0 | 1859 | 8 13 10½ | |
| Hunmanby - - - N.S. 6 | - - - | - - - | 7 4 5¾ | 364 0 8 |
| Hunsingore - - - N.S. 4 | - - - | - - - | 2 6 2½ | 80 9 0 |
| Huntington - - - Par. | - - - | - - - | - - - | 18 7 0 |
| Hunton - - - Ch. of E. | - - - | - - - | 1 0 0½ | |
| Husthwaite - - - N.S. 5 | *40 0 0 | 1839 | - - - | 13 2 4 |
| Hutton Cranswick - - N.S. 6 | 75 0 0 | 1845 | 3 16 8¾ | 104 1 4 |
| " " - - - " | 33 10 0 | 1850 | | |
| Hutton, Sheriff - - - N.S. 6 | - - - | - - - | - - - | 10 8 0 |
| Hutton, Sheriff - - - Wes. 3 | 20 10 0 | 1856 | 8 12 10½ | 478 18 10 |
| Hutton's Ambo - - - N.S. 5 | 20 0 0 | 1842 | 1 11 8½ | 64 1 0 |
| " " - - - " | 95 0 0 | 1857 | | |
| Hutton-in-Rudby - - N.S. | *80 0 0 | 1836 | | |
| Hutton, Low Cross - - B.S. 7 | 640 0 0 | 1858 | 7 1 8½ | 103 7 0 |
| Idle - - - - N.S. 1 | 300 0 0 | 1847 | 18 13 8½ | 632 9 10 |
| Idle - - - - Wes. 1 | - - - | - - - | 11 9 1¾ | 327 11 0 |
| Ingleby-Arncliffe, - Ch. of E. 4 | - - - | - - - | 1 0 0 | 10 1 0 |
| Ingleton - - - - N.S. 3 | 159 0 0 | 1848 | 5 12 8¾ | 162 14 8 |
| " - - - - " | 8 16 3 | 1853 | | |
| " - - - - " | 50 0 0 | 1861 | | |
| Ingrow - - - - N.S. 1 | 200 0 0 | 1845 | 21 18 8½ | 1,395 10 4 |
| " - - - - " | 6 2 0 | 1858 | | |
| " - - - - " | 5 0 0 | 1860 | | |
| " - - - - " | 100 0 0 | 1861 | | |
| Keighley - - - - B.S. | *81 0 0 | 1835 | | |
| Keighley - - - - N.S. 1 | *650 0 0 | 1835 | 48 0 8¾ | 2,973 18 6 |
| Keighley - - - - Wes. 5 | - - - | - - - | 10 8 0¾ | 1,087 15 10 |
| Keighley, Wesley Place - - Wes. 7 | - - - | - - - | 4 6 6 | 43 6 0 |
| Keighley, St. Ann's - R.C. 9 | 225 0 0 | 1858 | - - - | 62 8 0 |
| Kelbrook - - - N.S. | 50 0 0 | 1841 | 3 7 9 | |
| Kexby - - - - N.S. 5 | - - - | - - - | - - - | 37 12 0 |
| Keyingham - - - N.S. | *35 0 0 | 1835 | 2 1 8 | 82 18 4 |
| Kilburn - - - - N.S. 3 | 12 10 0 | 1857 | - - - | 18 5 0 |
| Kildwick - - - N.S. 1 | - - - | - - - | 6 17 7¾ | 654 12 0 |
| Kilham - - - - N.S. | 150 0 0 | 1849 | - - - | 15 0 0 |
| Killinghall - - - N.S. 3 | - - - | - - - | - - - | 40 5 0 |
| Kilnhurst - - - N.S. 3 | *50 0 0 | 1836 | 3 10 11 | 224 6 10 |
| Kimberworth - - - N.S. 8 | 751 0 0 | 1859 | 7 15 3¼ | 134 5 4 |
| Kingcross, St. Paul's - N.S. 12 | 396 0 0 | 1849 | 26 2 0¾ | 2,303 4 8 |
| " - - - - " | 200 0 0 | 1852 | | |
| Kerby under Dale - - N.S. 5 | - - - | - - - | - - - | 33 3 8 |
| Kirkburn - - - N.S. | 305 4 0 | 1861 | 2 10 0 | |
| Kirkburton (Boys) - - N.S. 10 | 29 0 0 | 1856 | 3 10 10½ | 641 6 0 |
| Kirkburton (Girls) - - N.S. 10 | 80 0 0 | 1845 | 17 5 2¼ | 750 10 0 |
| " - - - - " | 27 10 0 | 1859 | | |
| Kirkby Fleetham - - N.S. 3 | - - - | - - - | 1 15 3¾ | 207 16 4 |
| Kirkby Malzeard - - N.S. 10 | - - - | - - - | 3 11 8¾ | 207 6 0 |
| Kirkby Misperton - - N.S. 6 | *50 0 0 | 1835 | - - - | 165 4 4 |
| " " - - - " | 112 0 0 | 1856 | | |
| Kirkby Ravensworth - - N.S. | 40 0 0 | 1841 | - - - | 3 0 0 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Kirkheaton - - - N.S. 10 | 337 0 0 | 1846 | 8 19 10½ | 442 12 0 |
| " - - - " | 35 0 0 | 1857 | | |
| " - - - " | 81 0 0 | 1858 | | |
| Kirk-Ella - - - N.S. 5 | 335 8 0 | 1859 | 4 3 4 | 123 13 4 |
| Kirklington - - Par. 10 | - - - | - | 3 6 8 | 26 7 0 |
| Kirksmeaton - - N.S. 4 | 75 0 0 | 1852 | 7 18 0½ | 216 12 0 |
| Kirkstall, Infants - - N.S. 9 | - - - | - | 3 2 11½ | 847 4 0 |
| Kirkstall, St. Stephen's - N.S. 9 | 400 0 0 | 1846 | 23 13 6½ | 2,407 15 8 |
| Knaresborough - - N.S. 3 | *135 0 0 | 1838 | 12 7 4 | 333 18 0 |
| " - - - " | 57 10 0 | 1860 | | |
| Knaresborough, St. Mary's - R.C. | - - - | - | - - - | 15 0 0 |
| Knottingley - - - N.S. 6 | 200 0 0 | 1843 | 15 0 0 | 2 10 0 |
| " - - - " | 50 0 0 | 1845 | | |
| " - - - " | 64 0 0 | 1858 | | |
| " - - - " | 53 0 0 | 1846 | | |
| Langtoft - - - N.S. | 60 0 0 | 1850 | 1 3 4 | |
| Laughton-en-le-Morthen, End. N.S. | 9 5 0 | 1858 | | |
| " - - - " | 116 7 6 | 1855 | 8 15 5½ | 556 19 8 |
| Langbaurgh, West - - N.S. 4 | - - - | - | 1 13 4½ | 27 10 0 |
| Langcliffe - - - N.S. 5 | - - - | - | - - - | 8 6 8 |
| Laxton - - - Ch. of E. 5 | - - - | - | - - - | 157 8 0 |
| Leathley - - - N.S. 10 | - - - | - | 3 3 1½ | |
| Leavening - - - N.S. | - - - | - | - - - | 627 9 10 |
| Leconfield - - - Ch. of E. | 130 0 0 | 1861 | 4 3 2½ | 508 0 0 |
| Leeds, All Saints - - N.S. 9 | 490 0 0 | 1848 | 6 0 9½ | 2,443 7 4 |
| Leeds (Basinghall Street) - B.S. 3 | - - - | - | 18 14 6½ | 1,948 5 6 |
| Leeds, Christ Church - - N.S. 9 | 370 0 0 | 1842 | 29 1 4½ | 349 16 8 |
| Leeds (Edgar Street) - - B.S. | 510 0 0 | 1845 | a8 1 4 | |
| Leeds (Darley Street) - - Wes. 3 | 550 0 0 | 1849 | 8 1 2½ | |
| " - - - " | 182 0 0 | 1850 | | |
| Leeds, Holbeck, St. Matthew's - N.S. 11 | *250 0 0 | 1840 | | |
| " " - - " | 392 0 0 | 1850 | | |
| " " - - " | 12 6 0 | 1857 | | |
| Leeds, Hunslet - - - N.S. 10 | 512 10 0 | 1843 | 6 12 8 | 1,031 15 10 |
| " " - - " | 130 0 0 | 1844 | | |
| " " - - " | 20 6 9 | 1860 | | |
| Leeds, Little Holbeck (Marshall's Factory) - - N.S. 9 | - - - | - | 71 3 2½ | 3,898 2 2 |
| Leeds (Little London), St. Matthew's - - - N.S. 10 | *75 0 0 | 1837 | 26 1 6¼ | 1,382 9 2 |
| " " - - " | 165 0 0 | 1850 | | |
| " " - - " | 501 15 8 | 1860 | | |
| Leeds, Newtown, St. Mary's - N.S. 9 | 500 0 0 | 1847 | 19 6 4½ | 1,790 13 8 |
| " " " - " | 50 0 0 | 1848 | | |
| " " " - " | 11 6 8 | 1850 | | |
| Leeds, North Hall, St. Andrew's - - - N.S. 9 | 1,030 0 0 | 1859 | 7 0 11¾ | 281 16 8 |
| Leeds (Pottery Fields) - - Wes. 2 | 916 0 0 | 1858 | 18 7 8 | 128 0 9 |
| Leeds (School Street) - - Wes. | - - - | - | 6 2 6 | 337 19 2 |
| Leeds, St. Andrew's - - N.S. 9 | 502 0 0 | 1847 | 30 13 10½ | 2,399 3 8 |
| " - - - " | 109 0 0 | 1858 | | |
| Leeds, St. Anne's - - R.C. 8 | - - - | - | 4 6 9 | 134 8 0 |
| Leeds, St. George's - - N.S. 9 | 350 0 0 | 1841 | 45 14 8½ | 3,112 19 6 |
| " " - - " | b256 0 0 | 1849 | a13 6 8 | |
| " " - - " | 645 12 0 | 1860 | | |
| Leeds, St. James' - - N.S. 10 | 500 0 0 | 1845 | 17 16 7½ | 1,652 2 0 |
| Leeds, St. Luke's - - Ch. of E. 10 | 650 0 0 | 1860 | 5 0 0 | 193 10 4 |
| Leeds, St. Luke's (Sheepscar) - N.S. | 50 0 0 | 1842 | | |
| Leeds, St. Mark's - - R.C. 8 | 402 0 0 | 1860 | 6 13 7½ | 100 15 0 |
| Leeds, St. Mary's, (Carver Street), Infants - - N.S. 9 | 101 0 0 | 1847 | - - - | 74 7 0 |
| Leeds, St. Mary's, Quarry Hill - N.S. 9 | *120 0 0 | 1840 | 28 8 2½ | 1,679 19 8 |
| " " " - " | 160 0 0 | 1849 | | |
| " " " - " | 53 0 0 | 1857 | | |
| " " " - " | 15 14 0 | 1859 | | |
| Leeds, St. Patrick's - - R.C. 7 | - - - | - | 13 7 10½ | 902 4 8 |
| Leeds, St. Paul's - - N.S. 9 | 398 5 0 | 1851 | 16 0 1½ | 1,205 12 0 |
| " " - - " | 36 0 0 | 1858 | | |

*a* Scientific apparatus.
*b* This grant is for two residences for the joint use of the teachers of St. George's and St. Philip's Schools.

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|---|---|---|---|---|
| YORKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Leeds, St. Peter's - - N.S. 10 | 2,750 0 0 | 1858 | 42 12 10½ | 2,119 14 4 |
| Leeds, St. Philip's - - N.S. 11 | 257 0 0 | 1840 | 31 14 2¾ | 1,561 13 6 |
| " - - - " | 261 6 8 | 1853 | | |
| Leeds, St. Saviour's - - N.S. 11 | *408 0 0 | 1840 | 15 0 1 | 901 4 0 |
| Leeds, St. Thomas' (Leyland's) - N.S. 10 | 505 0 0 | 1839 | 5 3 3 | 265 6 10 |
| Leeming - - - - N.S. | 81 0 0 | 1847 | | |
| Lees - - - - Wes. 5 | 480 0 0 | 1856 | 7 9 8½ | 502 3 0 |
| Lepton - - - - N.S. 10 | 463 0 0 | 1860 | 2 16 8 | 57 8 0 |
| Lidgett Green - - - B.S. 2 | *100 0 0 | 1839 | 1 19 10 | 314 4 0 |
| " - - - - " | 12 16 7½ | 1848 | | |
| Lidgett Green, Sunday School - " | *101 0 0 | 1838 | | |
| Lindley - - - - N.S. 11 | 22 0 0 | 1844 | 2 17 3 | 166 5 4 |
| Lingards - - - - N.S. 11 | 19 19 6 | 1859 | 6 6 8 | 256 6 0 |
| Linthwaite - - - N.S. | - - - - | - - - | 1 0 0½ | |
| Linton on Ouse - - N.S. | - - - - | - - - | 1 13 4½ | |
| Liversedge, High Town - - N.S. 2 | 42 0 0 | 1855 | 4 5 0 | 151 2 4 |
| " - - - - " | 100 0 0 | 1858 | | |
| Lockington " - - N.S. | 54 0 0 | 1845 | 1 18 4½ | |
| " - - - - " | 27 0 0 | 1848 | | |
| Lockwood - - - N.S. 11 | *69 0 0 | 1839 | 14 17 8½ | 2,120 15 4 |
| " - - - - " | 650 0 0 | 1854 | | |
| " - - - - " | 29 16 4 | 1860 | | |
| Lofthouse near Wakefield - N.S. | 200 0 0 | 1845 | 2 10 0 | |
| Lofthouse Parish School - - 6 | - - - | - - - | - - - | 112 18 6 |
| Lofthouse - - - Wes. | - - - | - - - | 1 6 8½ | |
| Londesborough - - Ch. of E. 6 | - - - | - - - | 0 18 4½ | 104 19 0 |
| Longwood, Infants - - N.S. | 150 0 0 | 1849 | | |
| Lothersdale - - - N.S. | 40 0 0 | 1842 | 1 0 0½ | |
| Lound - - - - N.S. 8 | 276 0 0 | 1846 | 11 17 10½ | 578 14 0 |
| Luddenden - - - Wes. 6 | - - - | - - - | 2 18 4½ | 41 18 0 |
| Luddenden - - - N.S. 10 | - - - | - - - | 9 11 0 | 707 6 0 |
| Lythe - - - - N.S. 7 | - - - | - - - | 3 0 10½ | 58 12 0 |
| Maltby, Infants - - N.S. 4 | 29 0 0 | 1842 | 2 10 5½ | 119 5 8 |
| Malton, Boys - - - B.S. | - - - | - - - | 6 19 2½ | |
| Malton, New - - - N.S. 5 | 400 0 0 | 1858 | 2 17 4 | 196 12 0 |
| Malton, New, Infants - - B.S. 3 | *150 0 0 | 1841 | - - - | 293 15 10 |
| Malton, Old - - - N.S. 5 | - - - | - - - | 3 11 0 | 485 7 10 |
| Manfield - - - Ch. of E. | 275 0 0 | 1858 | | |
| Manningham, St. Paul's - N.S. 1 | 300 0 0 | 1844 | 13 15 9 | 878 14 10 |
| Manston Colliery - - Ch. of E. 10 | - - - | - - - | 3 10 0½ | 328 2 0 |
| Marsden - - - - N.S. 11 | 805 0 0 | 1857 | 15 5 11½ | 1,403 12 0 |
| Marton-cum-Grafton - Ch. of E. | 227 2 2 | 1861 | | |
| Marston, Long - - - N.S. 5 | - - - | - - - | - - - | 110 3 8 |
| Marsk - - - - N.S. | - - - | - - - | 3 0 6½ | 206 0 0 |
| Marsk, Zetland School - - 6 | - - - | - - - | - - - | 91 14 0 |
| Masham (Charity) - - N.S. 10 | 31 4 4 | 1857 | 6 2 8 | 640 3 0 |
| " - - - - " | 97 2 10 | 1859 | | |
| Meanwood " - - N.S. 9 | - - - | - - - | 3 5 1 | 702 9 10 |
| Meanwood (*a*) - - - Wes. | - - - | - - - | 4 0 0 | |
| Melbecks - - - - N.S. 3 | 216 0 0 | 1856 | 6 12 2½ | 219 5 2 |
| " - - - - " | 125 0 0 | 1857 | | |
| Melsonby - - - - Wes. 7 | 280 0 0 | 1858 | 5 1 11½ | 183 3 8 |
| Meltham - - - - N.S. 12 | *52 0 0 | 1836 | 7 2 6½ | 604 5 6 |
| " - - - - " | 110 0 0 | 1847 | 515 7 4 | |
| Meltham Mills - - - N.S. 12 | 315 0 0 | 1844 | 13 12 5½ | 1,540 3 8 |
| Methley, Boys - - - N.S. | - - - | - - - | 8 0 0½ | 113 0 8 |
| Methley, Girls - - - N.S. 4 | 152 0 0 | 1849 | 4 7 1½ | 169 4 2 |
| " " - - - " | 9 4 0 | 1859 | | |
| " " - - - " | 155 0 0 | 1861 | | |
| Mexborough - - - N.S. | 25 0 0 | 1842 | | |
| " - - - - " | 100 0 0 | 1860 | | |
| Middlesborough-on-Tees - B.S. 5 | *150 0 0 | 1837 | 29 7 9¾ | 1,184 0 0 |
| " " " - " | 42 13 4 | 1855 | | |
| " " " - " | 50 0 0 | 1853 | | |
| " " " - " | 406 0 0 | 1856 | | |
| Middlesborough-on-Tees, Infants - B.S. 5 | - - - | - - - | - - - | 403 14 4 |
| Middlesborough-on-Tees, South Bank - - - B.S. 5 | - - - | - - - | - - - | 49 0 6 |

*a* This school no longer exists.

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| YORKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Middlesborough, St. John the Evangelist - - - N.S. 3 | 1,092 0 0 | 1860 | 13 7 6½ | 92 13 8 |
| " - - - " | 178 2 6 | 1861 | | |
| Millbridge " - - - N.S. 2 | 270 0 0 | 1854 | 13 11 7½ | 599 15 6 |
| " - - - " | 74 5 0 | 1861 | | |
| Milford, South - - - Par. | - - - | - | 1 9 7½ | |
| Millington - - - N.S. | 179 8 0 | 1860 | 2 1 2½ | |
| Milnsbridge - - - N.S. 12 | *100 0 0 | 1838 | 3 10 0½ | 495 7 8 |
| " - - - " | 692 0 0 | 1856 | | |
| Minskip - - - Ch. of E. | 100 0 0 | 1858 | | |
| Mirfield - - - Par. | - - - | - | - - - | 20 0 0 |
| Mirfield - - - Wes. 4 | - - - | - | 7 1 8½ | 230 14 0 |
| Monkton, Bishop's - - N.S. | 72 0 0 | 1841 | | |
| Monk Fryston - - N.S. 4 | 486 0 0 | 1858 | 5 0 0½ | 272 8 6 |
| Morley (Town End) - - N.S. 9 | *75 0 0 | 1837 | 1 14 0 | 121 17 0 |
| Morley - - - Wes. 9 | - - - | - | 14 13 11½ | 822 3 4 |
| Morton, East - - - N.S. 2 | 115 0 0 | 1845 | 4 15 6 | 70 0 4 |
| " - - - " | 16 18 5 | 1861 | | |
| Mount Pellon, Ch. Ch. - - N.S. 11 | 1,005 0 0 | 1858 | 9 3 4½ | 528 17 0 |
| Muston - - - Ch. of E. | 199 0 0 | 1855 | - - - | 7 13 0 |
| Nafferton - - - N.S. 6 | 122 0 0 | 1846 | 3 12 3½ | 266 5 7 |
| " - - - " | 7 17 9 | 1847 | | |
| " - - - " | 40 0 0 | 1853 | | |
| " - - - " | 8 6 8 | 1859 | | |
| Nafferton - - - Wes. 7 | 214 0 0 | 1849 | 10 3 1½ | 554 13 6 |
| " - - - " | 18 11 6 | 1856 | | |
| Neepsend - - - N.S. 8 | 745 4 0 | 1857 | 15 14 11 | 285 11 4 |
| Neswick, Girls - - N.S. 6 | - - - | - | 0 12 2 | 216 16 8 |
| Newbald - - - Ch. of E. 5 | - - - | - | - - - | 10 13 4 |
| Newby Hall (in Skelton) - Ch. of E. 10 | - - - | - | 3 5 11½ | 196 14 6 |
| Newland - - - N.S. 6 | - - - | - | 1 15 0 | 5 8 0 |
| New Mills - - - N.S. 10 | *95 0 0 | 1838 | 4 4 7 | 153 13 8 |
| " " - - - " | 50 0 0 | 1845 | | |
| " " - - - " | 42 6 6 | 1860 | | |
| Newport - - - Ch. of E. 5 | - - - | - | - - - | 250 5 0 |
| Newsome - - - N.S. 11 | *68 0 0 | 1841 | 3 4 1½ | 68 9 0 |
| Newton-in-Bowland or Slaidburn - - - N.S. 3 | 60 0 0 | 1842 | 0 18 9½ | 46 16 0 |
| " - - - " | 21 6 8 | 1860 | | |
| Newton-on-Ouse - - - N.S. 6 | - - - | - | 4 19 8½ | 291 3 8 |
| Normanby - - - N.S. | 80 0 0 | 1843 | | |
| Northallerton - - - N.S. 3 | 330 0 0 | 1844 | 3 11 9½ | 829 4 1 |
| " - - - " | 23 13 4 | 1857 | | |
| " - - - " | 26 0 0 | 1860 | | |
| Norton - - - N.S. | 52 0 0 | 1860 | | |
| Nunburnholme - - - N.S. 5 | 86 0 0 | 1857 | - - - | 8 18 4 |
| Oakworth - - - N.S. 2 | 200 0 0 | 1845 | 8 6 4½ | 691 7 2 |
| Oakworth, Sykes' Head - - Wes. 6 | 128 0 0 | 1855 | 18 14 1½ | 1,215 13 4 |
| " - - - " | 129 0 0 | 1860 | *a* 6 13 4 | |
| Ormesby, North, Pennyman's School - - - 4 | - - - | - | - - - | 41 2 0 |
| Osmotherley - - - N.S. 4 | 140 0 0 | 1857 | 4 3 4½ | 3 4 0 |
| Ossett, South - - - N.S. 7 | 613 0 0 | 1857 | 10 8 7½ | 313 5 8 |
| Ossett, Infant School - - - 7 | - - - | - | - - - | 27 11 8 |
| Oswaldkirk - - - Ch. of E. 6 | - - - | - | 2 0 0½ | 63 16 2 |
| Otley - - - N.S. 10 | 300 0 0 | 1847 | 3 4 5 | 428 4 0 |
| Ottringham - - - Ch. of E. 6 | - - - | - | - - - | 51 2 4 |
| Ottringham - - - Wes. 12 | - - - | - | 2 19 2 | 52 8 8 |
| Oulton, St. John's - - - N.S. 9 | - - - | - | 2 18 4½ | 509 6 8 |
| Oughtibridge - - - N.S. 9 | 38 10 0 | 1852 | 6 4 0½ | 267 19 8 |
| " - - - " | 150 0 0 | 1854 | | |
| " - - - " | 698 2 6 | 1861 | | |
| Outwood, St. Mary Magdalene's N.S. 7 | - - - | - | 1 0 10 | 130 11 0 |
| Overton - - - B.S. | 70 0 0 | 1842 | 1 13 4 | |
| Ouseburn, Great - - Ch. of E. 4 | - - - | - | - - - | 127 7 0 |
| Owlerton - - - N.S. 10 | 70 0 0 | 1852 | 3 9 2½ | 312 3 8 |
| " - - - " | 18 16 8 | 1857 | | |
| Owram, North - - - B.S. | 200 0 0 | 1841 | | |
| Owram, North - - - N.S. | - - - | - | 1 7 11 | |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Owram, South - - - N.S. | *125 0 0 | 1839 | | |
| Owthorne - - - N.S. 5 | 84 0 0 | 1848 | - - - | 184 8 0 |
| Oxenhope - - - N.S. 1 | 208 0 0 | 1847 | 1 15 6½ | 111 9 4 |
| Patrley, Glass House Factory - Wes. 4 | - - - - - - | | 3 4 11 | 3 15 0 |
| Patrington - - - N.S. 6 | 665 0 0 | 1859 | 4 18 5½ | 84 6 8 |
| Penistone - - - N.S. 7 | - - - - - - | | 1 1 7½ | 32 5 0 |
| Pickering, Girls - - N.S. 7 | - - - - - - | | - - - | 192 5 0 |
| Pickering, Mixed - - - N.S. | 363 0 0 | 1858 | 2 3 4 | |
| Pickering - - - - Wes. 5 | 560 0 0 | 1857 | 6 2 11½ | 377 7 4 |
| " - - - - " | - - - - - - | | *a*13 0 0 | |
| Pitsmoor - - - - N.S. 8 | *140 0 0 | 1837 | 34 7 3½ | 2,313 14 5 |
| " - - - - " | 257 0 0 | 1857 | | |
| " - - - - " | 24 5 0 | 1861 | | |
| Pocklington - - - N.S. 6 | 631 0 0 | 1855 | 8 18 8 | 528 2 8 |
| Pocklington - - - Wes. 4 | 171 2 6 | 1853 | 7 6 8½ | 486 16 8 |
| Pollington - - - N.S. 5 | - - - - - - | | 3 17 2½ | 270 16 6 |
| Pontefract - - - N.S. 8 | 44 2 0 | 1857 | 4 1 7½ | 738 5 0 |
| Pontefract - - - Wes. 4 | *250 0 0 | 1838 | 29 8 9½ | 1,064 19 6 |
| " - - - - " | 108 0 0 | 1858 | *a*10 16 8 | |
| Pontefract, All Saints' - - N.S. 7 | 117 0 0 | 1849 | 3 0 4½ | 29 5 0 |
| Pontefract, St. Joseph's - - R.C. 9 | - - - - - - | | 3 3 4½ | 184 13 0 |
| Pontefract, The Grange, St. Mary's - - - - R.C. 7 | - - - - - - | | 1 17 6½ | 120 0 0 |
| Poppleton, Nether - - N.S. 4 | 60 0 0 | 1852 | 1 14 7½ | 13 5 0 |
| Pudsey, Far Town - - N.S. 10 | 200 0 0 | 1845 | 6 1 7 | 758 16 6 |
| Pudsey, Low Town - - N.S. 10 | 260 0 0 | 1843 | 7 2 4 | 567 19 0 |
| Raskcliffe, Infants - - - 10 | - - - - - - | | - - - | 8 0 0 |
| Raskelfe - - - - Par. 4 | - - - - - - | | - - - | 91 6 8 |
| Rastrick and Brighouse - - B.S. 9 | *150 0 0 | 1837 | 6 13 0 | 108 18 2 |
| Rathmell, Endowed - - N.S. 3 | - - - - - - | | 1 2 2 | 15 19 0 |
| Ravensworth - - - N.S. | - - - - - - | | 1 0 0 | |
| Rawcliffe - - - - Wes. | - - - - - - | | 2 0 0 | 31 5 0 |
| Rawmarsh, Infants - - N.S. | *54 0 0 | 1842 | | |
| Rawmarsh, Endowed Free Grammar School - - - 7 | 250 0 0 | 1858 | 5 12 8½ | 540 18 0 |
| Reeth - - - - Wes. 6 | - - - - - - | | 6 8 4½ | 195 15 8 |
| Redcar, Earl of Zetland's - B.S. 6 | 523 0 0 | 1859 | 1 10 0½ | 253 3 8 |
| Redhill - - - - Wes. 12 | - - - - - - | | 27 3 3½ | 1,226 13 0 |
| Richmond Corporation School - 3 | - - - - - - | | 2 19 2½ | 588 8 0 |
| " " " - - - | - - - - - - | | *a*9 18 4 | |
| Richmond - - - - N.S. 3 | *50 0 0 | 1837 | 10 2 7 | 872 14 4 |
| " - - - - " | 140 0 0 | 1852 | | |
| " - - - - " | 129 15 0 | 1857 | | |
| Richmond, Infants - - - 3 | - - - - - - | | - - - | 53 1 8 |
| Richmond - - - R.C. 4 | - - - - - - | | - - - | 47 18 0 |
| Richmond - - - Wes. 5 | - - - - - - | | 7 1 10½ | 357 4 4 |
| Rillington - - - N.S. 3 | 87 0 0 | 1847 | - - - | 28 19 2 |
| Ripon, Girls - - - N.S. 9 | - - - - - - | | - - - | 644 6 0 |
| Ripon - - - - Wes. 3 | - - - - - - | | 3 15 0½ | 473 18 0 |
| Ripon, Cathedral, Boys - - N.S. 9 | 238 7 6 | 1854 | 25 6 4½ | 1,066 8 4 |
| " " " - - - | - - - - - - | | *a*18 0 0 | |
| Ripon, Holy Trinity" - - N.S. 9 | *147 0 0 | 1837 | 15 5 0 | 1,010 12 2 |
| " " " - - " | 50 0 0 | 1854 | | |
| " " " - - " | 47 0 0 | 1856 | | |
| Ripponden - - - N.S. 12 | 176 0 0 | 1844 | 10 2 10 | 676 19 4 |
| " - - - - " | 30 0 0 | 1850 | | |
| Rise - - - - N.S. 6 | - - - - - - | | 0 3 4½ | 20 11 8 |
| Robert Town - - - N.S. | 280 0 0 | 1850 | - - - | 18 7 0 |
| Robin Hood's Bay, Girls - N.S. 7 | - - - - - - | | - - - | 10 17 6 |
| Roecliffe - - - - N.S. 6 | - - - - - - | | 6 3 5½ | 429 18 0 |
| Rocking - - - - N.S. 3 | - - - - - - | | 1 13 4½ | 27 6 0 |
| Roos - - - - N.S. 6 | - - - - - - | | - - - | 939 15 8 |
| Rotherham and Masboro' - B.S. 2 | *349 0 0 | 1834 | 24 3 10 | 781 1 0 |
| Rotherham - - - N.S. 8 | 330 0 0 | 1848 | 14 19 11 | 1,624 5 0 |
| " - - - - " | 18 15 0 | 1856 | | |
| " - - - - " | 17 13 4 | 1858 | | |
| " - - - - " | 308 0 0 | 1858 | | |
| Rotherham - - - Wes. 2 | 877 0 0 | 1859 | 10 8 4½ | 116 16 8 |
| Rounton, West - - N.S. 3 | - - - - - - | | - - - | 24 11 8 |
| Roystone - - - N.S. 7 | 150 0 0 | 1845 | 3 11 3½ | 172 18 8 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Rudstone - - - - N.S. 5 | 300 0 0 | 1859 | 2 18 4 | 49 0 5 |
| Rylstone District - - - N.S. | 75 0 0 | 1852 | | |
| Salterhebble, All Saints' - N.S. 11 | 444 0 0 | 1855 | 7 7 11½ | 411 6 0 |
| Salterforth - - - N.S. | 54 0 0 | 1844 | | |
| Scalby - - - - N.S. 6 | - - - | - - - | 1 1 10½ | 51 1 4 |
| Scammonden - - - N.S. 11 | 50 0 0 | 1846 | 1 13 7½ | 26 10 4 |
| Scampston - - - N.S. 5 | - - - | - - - | - - - | 258 13 2 |
| Scarborough - - - N.S. 6 | *85 0 0 | 1838 | 14 11 8½ | 531 19 2 |
| " - - - " | 1,418 0 0 | 1860 | | |
| Scarborough - - - Wes. 6 | 753 0 0 | 1856 | 7 0 0 | 437 8 7 |
| Scholes - - - N.S. 10 | 105 0 0 | 1847 | 4 6 3½ | 78 7 0 |
| Scissett, or High Hoyland - N.S. 8 | 83 0 0 | 1841 | 14 13 1½ | 758 14 8 |
| " - - - " | 333 0 0 | 1861 | | |
| Scruton School " - - - 3 | 220 0 0 | 1860 | 1 10 1 | 16 16 0 |
| Sculcoates, Ch. Ch. - - N.S. 5 | 474 0 0 | 1849 | 50 13 2½ | 2,288 3 4 |
| Sculcoates, St. Mary's - N.S. 6 | 250 0 0 | 1852 | 4 0 1½ | 147 3 8 |
| Sculcoates, St. Paul's, Boys Ch. of E. 6 | 573 0 0 | 1858 | 8 5 1½ | 405 8 0 |
| Sculcoates, St. Paul's, Girls - N.S. | *100 0 0 | 1834 | 2 1 5½ | |
| " " " - " | 10 0 0 | 1845 | | |
| " " " - " | 6 0 0 | 1859 | | |
| Seacroft - - - - N.S. 9 | 30 0 0 | 1856 | 11 0 9 | 498 6 8 |
| " - - - " | 228 0 0 | 1860 | | |
| Sedbergh - - - - B.S. 4 | 125 0 0 | 1843 | 7 1 7½ | 661 18 4 |
| " - - - " | 62 10 0 | 1855 | | |
| " - - - " | 73 0 0 | 1855 | | |
| Sedbergh - - - - N.S. | 115 0 0 | 1841 | 5 2 6 | 9 6 8 |
| " - - - " | 15 0 0 | 1857 | | |
| Selby, Abbey Church - N.S. 4 | 1,009 10 9 | 1858 | 5 0 0½ | 381 4 4 |
| Selby, Grey Coat School - | - - - | - - - | - - - | 31 13 4 |
| Selby - - - - Wes. 3 | - - - | - - - | 18 12 8½ | 1,055 17 5 |
| Sessay Village School - - 3 | - - - | - - - | 1 13 4½ | 8 12 0 |
| Settle - - - - N.S. 2 | - - - | - - - | 9 9 3½ | 614 19 10 |
| Settrington - - - N.S. 6 | - - - | - - - | 1 16 10½ | 336 18 0 |
| Shadwell - - - - N.S. | 56 0 0 | 1847 | 1 6 7 | |
| Sharow - - - - N.S. 10 | 212 0 0 | 1857 | 5 8 10½ | 221 11 0 |
| Sheffield - - - - B.S. | *250 0 0 | 1837 | | |
| Sheffield Brunswick - - Wes. 11 | - - - | - - - | 6 18 3½ | 161 8 5 |
| Sheffield, Central (Carver Street) - - - - N.S. 8 | - - - | - - - | 56 1 0½ | 3,167 2 6 |
| Sheffield, Ebenezer - - Wes. 11 | - - - | - - - | 5 9 4½ | 514 5 3 |
| Sheffield, Parish Ch. - - N.S. 8 | - - - | - - - | 12 14 4 | 788 11 8 |
| Sheffield Park, St. John's - N.S. 8 | 322 0 0 | 1848 | 17 11 6 | 1,078 19 2 |
| " - - - " | 24 6 8 | 1858 | | |
| Sheffield Park " - - - Wes. 12 | 538 0 0 | 1847 | 11 7 2½ | 2,255 8 0 |
| Sheffield, St. George's - - N.S. 8 | 1,393 0 0 | 1846 | 20 12 6 | 4,271 4 8 |
| Sheffield, St. Jude's, (Eldon) - N.S. | 623 5 0 | 1861 | 8 6 6½ | |
| Sheffield, St. Luke's, Dyer's Hill - - - - N.S. | 700 0 0 | 1858 | | |
| Sheffield, St. Marie's (Surrey Street) - - - - R.C. 7 | *350 0 0 | 1835 | 20 15 1 | 1,813 7 0 |
| " - - - " | 172 10 0 | 1858 | | |
| Sheffield, St. Mary's - - N.S. 8 | 338 10 0 | 1842 | 75 15 11½ | 3,816 12 2 |
| " " - - - " | 100 0 0 | 1850 | | |
| " " " - - - " | 16 14 8 | 1855 | | |
| " " " - - - " | 44 2 6 | 1857 | | |
| Sheffield, St. Mary's (Leadmill Road), Infants - - - N.S. | 459 0 0 | 1861 | | |
| Sheffield, St. Mary's (Sheaf Gardens) - - - - R.C. 8 | 974 10 0 | 1858 | | |
| Sheffield, St. Paul's - - N.S. 8 | 230 0 0 | 1844 | 12 17 9 | 1,099 19 4 |
| Sheffield, St. Peter's - - N.S. | 600 0 0 | 1855 | 10 8 4½ | |
| Sheffield, St. Philip's - - N.S. | 75 0 0 | 1841 | - - - | 367 6 8 |
| " - - - " | 185 0 0 | 1845 | | |
| Sheffield, St. Stephen's (Nether-thorpe) - - - - N.S. 8 | 930 0 0 | 1861 | 15 0 0½ | 29 15 0 |
| Sheffield, St. Vincent of Paul's - R.C. 8 | 534 15 0 | 1853 | 21 18 1 | 1,966 10 6 |
| Shelf - - - - B.S. | *80 0 0 | 1836 | | |
| Shelf - - - - Ch. of E. 2 | - - - | - - - | 8 10½ | 121 17 0 |

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|---|---|---|---|---|
| YORKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Shepley, St. Paul's - - N.S. 10 | 76 10 0 | 1854 | 1 12 3 | 158 19 0 |
| " - - - " | 9 11 0 | 1858 | | |
| " - - - " | 80 0 0 | 1860 | | |
| Sherburn - - - N.S. 9 | - - - | - | - - - | 15 0 0 |
| Shipley - - - B.S. | *60 0 0 | 1839 | | |
| Shipley, St. Paul's - - N.S. 3 | 765 0 0 | 1858 | 8 9 5½ | 283 6 4 |
| Shipton, Endowed - - N.S. 4 | - - - | - | 6 10 10 | 348 2 8 |
| Sicklinghall - - - S. | - - - | - | - - - | 6 5 0 |
| Siggleslthorne - - - N.S. 5 | 14 0 0 | 1859 | 3 7 4½ | 190 9 0 |
| Silkstone, Boys - - Ch. of E. 8 | - - - | - | 2 14 2 | 300 17 0 |
| Silkstone, Girls and Infants - N.S. 8 | 257 0 0 | 1851 | 4 17 0½ | 449 2 8 |
| Silsden - - - - N.S. 2 | *50 0 0 | 1836 | 8 10 8¼ | 252 7 10 |
| Silsden - - - - Wes. 4 | 58 0 0 | 1855 | 21 19 11½ | 550 0 0 |
| " - - - " | 279 0 0 | 1858 | *a* 6 13 4 | |
| Skelmanthorpe - - - Wes. | - - - | - | 4 3 4 | |
| Skelton - - - - N.S. 5 | - - - | - | 3 12 6½ | 184 8 4 |
| Skipsea - - - - N.S. | 75 0 0 | 1846 | 1 13 2¾ | |
| Skipsea - - - - Wes. | - - - | - | 1 2 9 | |
| Skipton - - - - B.S. 5 | 415 0 0 | 1857 | 20 19 1 | 1,412 3 0 |
| Skipton - - - - N.S. 1 | - - - | - | 4 10 8 | 557 11 0 |
| Skipton, Ch. Ch. - - N.S. | 75 0 0 | 1845 | - - - | 19 9 0 |
| Skipton, St. Stephen's - - R.C. 7 | - - - | - | 4 3 5 | 37 8 0 |
| Skipton - - - - Wes. 6 | - - - | - | 10 1 6½ | 739 5 8 |
| Skirlaugh - - - - N.S. | 254 11 1 | 1861 | | |
| Slaithwaite, Lower - - N.S. 11 | 154 0 0 | 1841 | 13 3 3½ | 1,460 3 3 |
| " " - - " | 2 0 0 | 1850 | | |
| " " - - " | 7 0 0 | 1851 | | |
| " " - - " | 120 0 0 | 1857 | | |
| Slaithwaite, Old (Free) School - - | 132 0 0 | 1846 | | |
| Slaithwaite, Upper - - N.S. | 190 0 0 | 1846 | 4 1 1½ | 135 0 6 |
| " " - - " | 7 0 0 | 1849 | | |
| " " - - " | 3 12 0 | 1850 | | |
| Slaithwaite, West - - N.S. | 360 0 0 | 1860 | 2 0 0 | |
| Sledmere - - - N.S. 6 | - - - | - | - - - | 164 5 0 |
| Sleights, Eskdaleside and Ugglebarnby - - - N.S. | *55 0 0 | 1833 | 2 18 9¾ | |
| " " " " | 37 0 0 | 1849 | | |
| Slingsby - - - Ch. of E. 5 | - - - | - | - - - | 89 6 0 |
| Snainton (*b*) - - - N.S. | - - - | - | - - - | 1 15 0 |
| Snaith - - - - Wes. 12 | 334 0 0 | 1849 | 12 18 1½ | 284 9 0 |
| Sowerby Bridge - - - N.S. 12 | *245 0 0 | 1838 | 13 4 6¾ | 464 3 4 |
| " - - - " | 40 0 0 | 1859 | - - - | |
| Sowerby Bridge - - - Wes. 9 | - - - | - | 11 2 0½ | 1,401 10 6 |
| Sowerby, Chapelry District N.S. 11 | 718 0 0 | 1860 | 7 11 7¾ | 324 0 0 |
| Sowerby, near Thirsk - - N.S. | 10 0 0 | 1860 | 5 2 1¾ | |
| Sowerby, St. George's - - N.S. 12 | 260 0 0 | 1845 | 14 15 0½ | 991 10 4 |
| " - - - " | 31 6 8 | 1858 | | |
| Sowerby, St. Mary's - - N.S. 11 | - - - | - | 14 3 4½ | 383 14 8 |
| Sowerby, Triangle - - N.S. 11 | 409 0 0 | 1858 | 3 7 6 | 159 16 8 |
| Spennithorne - - Ch. of E. 10 | - - - | - | 1 10 0½ | 46 10 8 |
| Spofforth - - - - N.S. 4 | 174 15 0 | 1851 | 1 17 4¾ | 177 2 10 |
| Stamborough, Hood Green - - N.S. | - - - | - | - - - | 33 0 0 |
| Staithes - - - - N.S. | 100 0 0 | 1851 | - - - | 26 10 0 |
| Stanbury-in-Haworth - - N.S. | 87 0 0 | 1848 | - - - | 3 11 0 |
| Stanley, St. Peter's - - N.S. 8 | 177 0 0 | 1848 | 9 1 0½ | 769 7 0 |
| " - - - " | 80 0 0 | 1856 | | |
| Stanningley, St. Thomas' - N.S. | 250 0 0 | 1846 | 2 0 0 | |
| " " - - " | 16 0 0 | 1848 | | |
| Stannington - - - N.S. 8 | 52 10 0 | 1842 | 2 6 1¾ | 38 7 0 |
| Stannington, Hollow Meadow School - - - - | 212 0 0 | 1858 | 1 0 10½ | |
| Startforth - - - Ch. of E. 3 | 4 12 6 | 1861 | 1 19 9½ | 117 4 0 |
| Staveley - - - - N.S. 9 | 70 10 0 | 1851 | 2 13 9 | 347 15 8 |
| Stillingfleet - - - N.S. 5 | - - - | - | - - - | 78 18 0 |
| Stillington - - - N.S. 4 | - - - | - | 3 8 6¾ | 55 15 0 |
| Stillington - - - Wes. 3 | - - - | - | 3 9 2 | 280 2 6 |
| Sunk Island - - - Par. 6 | 130 0 0 | 1858 | 1 16 1 | 65 15 0 |
| Sutton - - - - B.S. 12 | - - - | - | 6 17 0 | 273 0 0 |
| Sutton-in-Derwent - - N.S. 5 | 40 0 0 | 1844 | 0 13 2½ | 19 5 8 |
| Sutton-in-Kildwick - - N.S. 2 | 418 0 0 | 1859 | 4 19 1½ | 392 1 0 |

*a* Scientific apparatus.

*b* Inspection withdrawn.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| YORKSHIRE—*cont.* | | | | |
| Sutton, St. James' - Ch. of E. 5 | 325 0 0 | 1859 | - - - | 30 10 5 |
| Swinefleet - - - - N.S. | 90 0 0 | 1849 | | |
| Swinefleet - - - - Wes. | - - - | - - - | 4 3 7¾ | 93 10 0 |
| Swinton - - - - N.S. 4 | 36 0 0 | 1843 | 8 5 10½ | 504 7 2 |
| " - - - - " | 418 16 8 | 1854 | | |
| " - - - - " | 5 0 0 | 1857 | | |
| " - - - - " | 6 14 0 | 1857 | | |
| Tanfield, West - - - N.S. 10 | - - - | - - - | 2 1 8 | 474 0 0 |
| " - - - " | - - - | - - - | *a*10 0 0 | |
| Tankersley " - - - N.S. 7 | - - - | - - - | 6 17 8½ | 439 7 0 |
| Temple Newsam - - - N.S. | 35 0 0 | 1851 | 12 3 6½ | |
| Thirsk - - - - B.S. 3 | *125 0 0 | 1840 | 12 17 0½ | 1,346 8 4 |
| " - - - - " | 50 0 0 | 1847 | *a*12 16 0 | |
| " - - - - " | 80 0 0 | 1854 | | |
| Thornaby - - - - N.S. 3 | 300 0 0 | 1847 | 9 18 1½ | 313 11 6 |
| " - - - - - | 19 19 0 | 1860 | | |
| Thorganby with Cottingwith Ch. of E. 5 | - - - | - - - | - - - | 216 5 0 |
| Thorner - - - - N.S. 10 | - - - | - - - | 3 19 2½ | 292 17 2 |
| Thorner - - - - Wes. 2 | - - - | - - - | 2 5 10 | 97 19 0 |
| Thornes, Mr. Gaskell's School - - 3 | - - - | - - - | 3 14 11½ | 489 2 4 |
| Thornhill Lees - - - N.S. 7 | 615 0 0 | 1859 | 5 0 0½ | 138 13 0 |
| Thornton - - - - N.S. 2 | 20 0 0 | 1844 | - - - | 10 0 0 |
| " - - - - " | 15 0 0 | 1848 | | |
| Thornton-Dale - - - N.S. 7 | - - - | - - - | 3 0 10½ | 103 19 0 |
| Thornton-le-Moor - Ch. of E. | 90 0 0 | 1861 | - - - | |
| Thornton-in-Lonsdale - N.S. 3 | - - - | - - - | 1 9 2 | 60 2 0 |
| Thorpe Hesley - - - N.S. 7 | *147 0 0 | 1840 | 7 6 4 | 77 4 0 |
| Thorpe Hesley - - - Wes. 9 | - - - | - - - | 3 13 5½ | 192 8 0 |
| Thorpe Salvin - - - N.S. | - - - | - - - | 1 6 7½ | |
| Thurgoland - - - N.S. 7 | 160 0 0 | 1851 | 7 11 3½ | 383 0 8 |
| Thurlstone - - - Ch. of E. 7 | - - - | - - - | 2 1 8 | 81 6 0 |
| Thurstonland, Endowed - Par. 11 | 20 0 0 | 1843 | 10 18 10½ | 959 16 2 |
| " " - - " | 52 8 0 | 1845 | - - - | |
| " " - - " | 36 0 0 | 1855 | | |
| Tickhill, Infants - - Ch. of E. 4 | - - - | - - - | 2 7 2½ | 127 13 4 |
| Tickton - - - - N.S. 6 | 64 0 0 | 1848 | 1 13 4 | 59 1 0 |
| Tinsley Park, Colliery School - 7 | - - - | - - - | - - - | 170 1 8 |
| Timble, Great - - - B.S. | *22 0 0 | 1836 | | |
| Tollerton - - - - Wes. 2 | 400 8 0 | 1858 | 7 16 8½ | 144 2 8 |
| Topcliffe - - - - N.S. 10 | - - - | - - - | 1 13 5½ | 130 8 4 |
| Trippet Holy Trinity Industrial - 5 | - - - | - - - | - - - | 267 14 10 |
| Tunstall - - - Ch. of E. 3 | - - - | - - - | - - - | 48 8 0 |
| Ulleskelf - - - Ch. of E. 3 | - - - | - - - | - - - | 25 12 0 |
| Wadsley - - - - N.S. 8 | *152 0 0 | 1839 | 16 9 1½ | 1,196 4 8 |
| " - - - - " | 100 0 0 | 1855 | | |
| " - - - - " | 20 0 0 | 1856 | | |
| Wadworth - - - - N.S. 3 | 72 10 0 | 1841 | 3 13 6 | 176 9 0 |
| " - - - - " | 11 3 4 | 1856 | | |
| Wakefield, All Saints', Boys - N.S. 8 | 9 14 8 | 1849 | 9 4 0 | 428 15 8 |
| Wakefield, All Saints', Girls - N.S. 8 | - - - | - - - | - - - | 547 5 9 |
| Wakefield, Green Coat - - N.S. | - - - | - - - | 1 16 9½ | |
| Wakefield, Holy Trinity - - N.S. 8 | 225 0 0 | 1847 | 21 5 4½ | 1,465 2 6 |
| " - - - - " | - - - | - - - | *a*13 2 1 | |
| Wakefield, Lancasterian School - 3 | 75 0 0 | 1856 | 11 8 3½ | 293 19 8 |
| " - - - - - | 14 13 4 | 1859 | | |
| Wakefield, St. Andrew's - N.S. 6 | 320 0 0 | 1846 | 24 1 4 | 227 7 6 |
| " - - - - " | 95 0 0 | 1849 | | |
| Wakefield, St. Austin's - - R.C. | 750 0 0 | 1859 | 7 10 0½ | |
| Wakefield, St. Mary's - - N.S. 7 | 375 0 0 | 1857 | 2 0 0 | 385 12 4 |
| Wakefield - - - - Wes. 3 | 500 0 0 | 1857 | 9 2 9½ | 332 9 6 |
| Wakefield, West Riding Reformatory - - - - - 2 | - - - | - - - | 0 16 8 | 95 12 6 |
| Walton - - - - N.S. 5 | - - - | - - - | 6 14 1 | 426 13 4 |
| Walton (Wakefield) - - N.S. 6 | - - - | - - - | - - - | 46 7 8 |
| Wansford, Great - - N.S. | - - - | - - - | 1 14 2½ | 84 11 0 |
| Warmfield - - - B.S. | *50 0 0 | 1837 | | |
| Warmsworth - - - N.S. 8 | - - - | - - - | 1 12 11½ | 136 0 8 |
| Wath, Infants - - - - 7 | - - - | - - - | - - - | 34 5 0 |
| Wath-upon-Dearne - - N.S. | 279 0 0 | 1858 | 4 3 10½ | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| YORKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Weaverthorpe (Lady Sykes') - N.S. 5 | - - - | - - - | - - - | 44 9 0 |
| Weeton - - - - N.S. 10 | - - - | - - - | 1 13 4 | 31 11 6 |
| Weighton, Market - - N.S. 6 | 140 0 0 | 1843 | 13 5 8½ | 983 6 0 |
| " " - - " | 44 0 0 | 1858 | *a*10 0 0 | |
| Welburn - - - - N.S. 5 | - - - | - - - | 3 10 0½ | 293 8 8 |
| Welbury - - - Ch. of E. | - - - | - - - | - - - | 2 5 0 |
| Welham Bridge - - Ch. of E. | - - - | - - - | 2 0 4½ | |
| Welton - - - - N.S. 6 | - - - | - - - | 3 8 4½ | 610 15 10 |
| Wentworth - - - N.S. 8 | - - - | - - - | 9 9 6¼ | 1,146 1 8 |
| Wentworth, Park Gate - N.S. 8 | - - - | - - - | - - - | 440 14 8 |
| Westgate Common - - N.S. 8 | 123 15 0 | 1852 | 5 18 7½ | 716 18 6 |
| " " - - " | 35 0 0 | 1853 | 6 9 3¼ | 435 2 0 |
| Westhouse - - - - N.S. | 15 12 0 | 1860 | 1 9 2 | |
| Weston - - - - N.S. 8 | - - - | - - - | 4 9 7½ | 910 7 6 |
| Westow - - - - N.S. 5 | - - - | - - - | - - - | 5 0 0 |
| Wetherby - - - - N.S. | - - - | - - - | 1 14 0 | |
| Wetherby - - - - Wes. 3 | - - - | - - - | 9 2 7 | 587 13 8 |
| Wetwang (Lady Sykes') School - | - - - | - - - | - - - | 28 6 8 |
| Whiston - - - - N.S. 8 | *75 0 0 | 1839 | 2 3 9½ | 237 5 0 |
| Whitby - - - - B.S. 7 | 97 12 6 | 1837 | 7 2 6¾ | 1,057 13 4 |
| " - - - - " | 73 16 0 | 1861 | | |
| Whitby - - - - N.S. 6 | 200 0 0 | 1845 | 11 1 5 | 1,258 12 6 |
| " - - - - " | 90 0 0 | 1856 | | |
| Whitby - - - - Wes. 7 | - - - | - - - | 28 8 7½ | 757 2 2 |
| Whitwell - - - Ch. of E. 5 | - - - | - - - | 1 0 7½ | 83 15 0 |
| Whitwood Colliery - - S. 11 | - - - | - - - | - - - | 11 5 0 |
| Whixley - - - Ch. of E. 4 | - - - | - - - | - - - | 212 0 0 |
| Whoriton - - - - Par. 3 | 347 0 0 | 1857 | 2 16 4 | 3 15 0 |
| Wicker, Holy Trinity - - N.S. 8 | 628 3 4 | 1854 | 26 18 3¼ | 1,726 19 8 |
| " " - - - " | 304 0 0 | 1857 | | |
| " " - - - " | 20 0 0 | 1858 | | |
| Wickersley - - - N.S. 7 | 360 0 0 | 1857 | - - - | 190 7 0 |
| Wigginton - - - - N.S. | *40 0 0 | 1836 | | |
| Wigglesworth, Clark's Endowed Sch. 2 | - - - | - - - | 1 14 7½ | 73 1 0 |
| Wighill - - - - N.S. 4 | - - - | - - - | 1 11 8½ | 198 15 0 |
| Wilsden, Infants - - - N.S. 2 | *60 0 0 | 1838 | 6 9 5½ | 107 18 0 |
| Wilsden - - - - Wes. 5 | 332 18 0 | 1858 | 15 13 2 | 428 9 0 |
| Windhill - - - Ch. of E. 3 | 478 0 0 | 1861 | 3 2 6 | 38 17 4 |
| Windhill - - - - Wes. 3 | 646 0 0 | 1857 | 9 16 3 | 242 18 8 |
| Withernwick - - - N.S. 6 | 55 0 0 | 1847 | - - - | 6 5 0 |
| Witton, East - - Ch. of E. | - - - | - - - | 1 0 1 | |
| Wombwell - - - - N.S. 6 | 134 0 0 | 1847 | 8 3 4 | 333 5 4 |
| " - - - - " | 13 14 0 | 1855 | | |
| Womersley - - - N.S. | 209 0 0 | 1857 | | |
| Woodhouse, Ch. Ch. - - N.S. | *150 0 0 | 1836 | 13 0 6½ | 68 0 0 |
| Woodhouse (Feather Hill), St. Mark's - - N.S. 9 | 200 0 0 | 1846 | 21 16 9¾ | 1,715 13 4 |
| " " " | 25 4 0 | 1857 | | |
| " " " | 335 0 0 | 1860 | | |
| Woodmansey and Thearne - N.S. 6 | 276 15 0 | 1856 | 2 0 0 | 134 15 10 |
| Woodside (Horsforth) - N.S. 10 | 220 0 0 | 1850 | 6 5 6¾ | 490 12 0 |
| Worrall - - - - N.S. | 101 0 0 | 1848 | 2 5 10 | 75 0 0 |
| Worsborough Dale - - N.S. 7 | 169 0 0 | 1848 | 6 11 2 | 12 0 0 |
| Worsborough, Grammar School - | - - - | - - - | 2 8 8½ | |
| Wortley (near Sheffield) - N.S. 7 | - - - | - - - | 4 7 8 | 685 16 0 |
| Wortley, New (near Leeds) - N.S. 10 | 500 0 0 | 1849 | 2 12 6 | 729 10 4 |
| " " - - " | 12 12 0 | 1856 | | |
| " - - - " | 9 7 9 | 1861 | | |
| Wortley (New), Zion " - - B.S. 2 | *400 0 0 | 1837 | 31 7 8½ | 884 4 8 |
| " " - - " | 150 0 0 | 1843 | | |
| Wortley, Old (near Leeds) - N.S. 10 | *55 0 0 | 1836 | - - - | 57 6 8 |
| Wrawby - - - - N.S. 9 | - - - | - - - | - - - | 73 15 0 |
| Wrenthorpe - - - N.S. 6 | 100 0 0 | 1845 | 2 9 7 | 76 18 4 |
| Wressle - - - - Par. 5 | 144 0 0 | 1859 | 1 11 4½ | 61 3 2 |
| Wyke - - - - N.S. 2 | - - - | - - - | 8 4 7 | 672 14 10 |
| Wykeham - - - - N.S. 6 | - - - | - - - | 1 3 4 | 249 6 8 |
| Yapham - - - - N.S. | - - - | - - - | 1 6 8 | |
| Yeadon - - - - N.S. 9 | 272 0 0 | 1849 | 9 10 9½ | 355 15 4 |
| Yeadon, Upper - - N.S. 9 | - - - | - - - | - - - | 236 1 4 |

*a* Scientific apparatus.

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|---|---|---|---|---|---|---|
| YORKSHIRE—*cont.* | | | £ s. d. | | £ s. d. | £ s. d. |
| Yedingham | N.S. | | *12 0 0 | 1836 | 1 11 8½ | |
| York, Aldwark | N.S. | 6 | - - - | - - - | 18 4 4½ | 982 5 4 |
| York and Ripon, Female Practising School | | 3 | - - - | - - - | - - - | 128 3 4 |
| York and Ripon, Male Practising School | | 3 | 100 0 0 | 1851 | 3 0 0 | 527 0 8 |
| York and Ripon Model | | 5 | - - - | - - - | - - - | 108 16 0 |
| York, Bishopgate | N.S. | 6 | 11 6 8 | 1855 | 6 9 2½ | 863 9 0 |
| York, Bishophill | B.S. | 2 | - - - | - - - | 9 5 10½ | 301 7 6 |
| York (Hope Street) | B.S. | 2 | - - - | - - - | 15 9 10½ | 1,529 12 0 |
| York, Industrial Ragged School | | 5 | - - - | - - - | - - - | 46 12 7 |
| York, Manor House | N.S. | 5 | 23 6 8 | 1855 | 20 11 2 | 1,581 0 8 |
| " " | | | 18 13 4 | 1855 | | |
| York, Micklegate, District | N.S. | 6 | 176 10 0 | 1853 | 10 9 1½ | 647 15 0 |
| York, Micklegate, Trinity | N.S. | 6 | *125 0 0 | 1836 | 8 14 3½ | 957 14 6 |
| " " | | | 102 6 0 | 1861 | | |
| York (Priory Place) | Wes. | 2 | 1,691 0 0 | 1858 | 24 2 1 | 1,271 3 8 |
| Yorkshire Reformatory | | 7 | - - - | - - - | - - - | 183 4 11 |
| York, St. Cuthbert's | N.S. | 6 | - - - | - - - | 14 14 1½ | 1,198 18 8 |
| York, St. George's | Wes. | 2 | 1,546 9 6 | 1858 | 22 8 11½ | 1,306 18 6 |
| York, St. Mary's, Boys | R.C. | 8 | - - - | - - - | 6 18 8 | 717 18 10 |
| York, St. Mary's, Girls | R.C. | 8 | - - - | - - - | 13 3 2½ | 1,279 6 8 |
| York, St. Thomas' | N.S. | 5 | 493 0 0 | 1859 | 9 1 1½ | 459 8 4 |
| York, Walmgate, St. Margaret's | N.S. | 6 | 200 0 0 | 1842 | 21 0 1½ | 2,881 6 4 |
| " " " | | | 75 0 0 | 1847 | | |
| " " " | | | 83 10 0 | 1858 | | |

## ISLANDS.

| CHANNEL ISLANDS. | | | £ s. d. | | £ s. d. | £ s. d. |
|---|---|---|---|---|---|---|
| Alderney | N.S. | 10 | - - - | - - - | 2 4 10 | 167 10 0 |
| Alderney | Wes. | 10 | 150 0 0 | 1855 | 5 6 3 | 214 13 4 |
| Guernsey, St. John's | N.S. | 10 | 40 0 0 | 1842 | 33 17 5½ | 1,650 15 6 |
| " " | | | 56 10 0 | 1842 | | |
| " " | | | 298 10 0 | 1859 | | |
| Guernsey, St. Marie du Castel's Infant School | | 10 | - - - | - - - | - - - | 10 6 8 |
| Guernsey, St. Peter's Port | B.S. | 10 | *46 0 0 | 1839 | 18 9 11½ | 595 13 4 |
| " " | | | 266 0 0 | 1843 | | |
| " " | | | 14 10 0 | 1856 | | |
| Guernsey, St. Peter's Port | N.S. | 10 | - - - | - - - | 26 5 7½ | 708 14 4 |
| Jersey | N.S. | 10 | *125 0 0 | 1840 | 20 18 9 | 1,042 9 2 |
| " | | | 51 0 0 | 1857 | | |
| Jersey, Gorey | N.S. | 10 | *100 0 0 | 1836 | - - - | 8 14 0 |
| Jersey, Grouville, Central | N.S. | 10 | 381 0 0 | 1857 | 8 3 4½ | 478 6 2 |
| " | | | - - - | - - - | a14 17 7 | |
| Jersey, St. James' | N.S. | 10 | - - - | - - - | 13 4 10½ | 1,323 0 0 |
| Jersey, St. Mark's | N.S. | 10 | 200 0 0 | 1846 | 18 19 0 | 1,672 8 0 |
| " " | | | 16 5 0 | 1853 | a8 13 4 | |
| " " | | | 27 17 6 | 1854 | | |
| " " | | | 77 0 0 | 1857 | | |
| Jersey, St. Paul's | N.S. | 10 | - - - | - - - | 14 18 11 | 455 4 0 |
| Jersey, St. Saviour's | N.S. | 10 | - - - | - - - | - - - | 25 6 0 |
| Jersey, Trinity | N.S. | 10 | - - - | - - - | - - - | 31 7 8 |
| ISLE OF MAN. | | | | | | |
| Arbory | N.S. | | *50 0 0 | 1835 | 1 17 3½ | 88 0 0 |
| Ballasalla | N.S. | 9 | 88 0 0 | 1843 | 6 12 7½ | 750 2 8 |
| " | | | 100 0 0 | 1855 | | |
| Bishopscourt, Model | N.S. | | - - - | - - - | 5 18 5½ | |
| Castletown | N.S. | 9 | *90 0 0 | 1839 | 16 0 2½ | 1,266 13 0 |
| " | | | 82 6 0 | 1850 | - - - | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| ISLE OF MAN—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Cronkbourne - - - N.S. 8 | - - - | - - - | 3 15 0 | 207 1 0 |
| Cronk-ne-Voddy, St. John's - N.S. | 48 10 0 | 1842 | 2 0 0 | |
| Dhoon Bridge - - - N.S. | *44 0 0 | 1836 | | |
| Dolby - - - - B.S. | *150 0 0 | 1840 | | |
| Dolby - - - - N.S. 8 | - - - | - - - | 3 17 0 | 158 6 4 |
| Douglas - - - - R.C. 8 | - - - | - - - | 5 4 1 | 132 4 0 |
| Douglas, Thomas Street - Wes. 8 | - - - | - - - | 5 17 10½ | 148 12 0 |
| Douglas, St. Barnabas' - - N.S. 8 | 85 0 0 | 1845 | 35 9 6½ | 2,498 12 1 |
| " " " | 16 13 4 | 1851 | | |
| Douglas, St. George's (Athol " Street) - - - N.S. 9 | - - - | - - - | 18 13 9½ | 2,720 8 0 |
| Foxdale, St. Patrick's (Mining) Ch. of E. 9 | 100 0 0 | 1848 | 8 2 9 | 964 11 0 |
| " " " - " | 50 0 0 | 1850 | | |
| Grenaby - " - - - N.S. 9 | *50 0 0 | 1835 | 5 14 8 | 446 3 0 |
| Kirk Andreas - - - N.S. 9 | *72 0 0 | 1837 | 10 0 1½ | 519 11 0 |
| " - - - - " | 72 6 0 | 1848 | | |
| Kirk Braddan - - - N.S. 8 | 344 0 0 | 1860 | 2 18 4½ | 5 6 0 |
| Kirk German, St. John's - N.S. 8 | 70 0 0 | 1845 | 5 2 4 | 300 11 8 |
| Kirk Marown - - - Par. 8 | - - - | - - - | - - - | 2 14 0 |
| Kirk Maughold - - - Par. | 140 5 0 | 1854 | 1 10 0 | |
| Kirk Michael - - - N.S. | 67 10 0 | 1841 | | |
| Kirk Onchan - - - Par. 8 | 77 0 0 | 1846 | 5 7 6 | 118 9 0 |
| " - - - - " | 10 13 4 | 1859 | | |
| " - - - - " | 100 0 0 | 1861 | | |
| Kirk Patrick - - - Par. 8 | 206 0 0 | 1855 | 10 3 6½ | 583 12 10 |
| Kirk, St. Anne's - - N.S. 9 | 100 0 0 | 1852 | 3 1 8½ | 143 7 4 |
| Laxey Glen - - N.S. 8 | *38 0 0 | 1836 | 4 7 2½ | 230 10 2 |
| Man, Isle of, St. Jude's - N.S. | 63 0 0 | 1855 | | |
| Malew, St. Mark's - Ch. of E. 8 | 70 0 0 | 1845 | 9 16 10 | 238 2 0 |
| " - - - - " | 30 0 0 | 1846 | | |
| Peel, Christian's Endowed - N.S. 9 | 100 0 0 | 1842 | 18 14 2 | 1,106 18 4 |
| Peel, Mathematical and Nautical S. 8 | 112 0 0 | 1850 | 1 0 10 | 275 10 4 |
| Port, St. Mary's - - N.S. 8 | *75 0 0 | 1837 | 6 11 8½ | 519 12 8 |
| Ramsey - - - - N.S. 8 | *155 0 0 | 1835 | 12 13 7 | 362 1 0 |
| " - - - - " | 122 15 3 | 1850 | | |
| Rushen, Boys and Girls - Par. 8 | 344 10 6 | 1861 | 6 2 1½ | 413 8 4 |
| Sulby - - - - N.S. 8 | *100 0 0 | 1840 | 5 17 4 | 284 12 10 |

## WALES.

| | | | | |
|---|---|---|---|---|
| ANGLESEA. | £ s. d. | | £ s. d. | £ s. d. |
| Aberffraw - - - Par. | 285 2 0 | 1860 | 4 0 0 | 24 8 0 |
| Amlwch - - - B.S. 6 | 1,146 0 0 | 1860 | 5 0 0½ | 125 18 4 |
| Amlwch - - - N.S. 5 | - - - | - - - | 3 9 10½ | 338 19 0 |
| Beaumaris - - - Par. 6 | - - - | - - - | 5 17 10½ | 47 16 8 |
| Cemaes - - - B.S. 5 | 150 0 0 | 1847 | 9 11 3½ | 274 16 4 |
| " - - - - " | 59 11 4 | 1859 | | |
| Dwyran - - - B.S. 6 | - - - | - - - | 4 10 3½ | 129 19 8 |
| Gaerwen - - - N.S. 5 | 171 0 0 | 1850 | 0 0 1½ | 108 11 8 |
| Gaerwen - - - B.S. 5 | - - - | - - - | 1 2 3½ | 13 6 8 |
| Gwalchmai - - - B.S. 5 | 240 0 0 | 1856 | - - - | 300 11 4 |
| Gwalchmai - - - N.S. | *30 0 0 | 1840 | | |
| " - - - - " | 90 0 0 | 1856 | | |
| Henexlwys - - - B.S. | 18 0 0 | 1840 | | |
| Holyhead - - - B.S. | *a*37 0 0 | 1836 | | |
| Holyhead - - - B.S. 5 | 354 0 0 | 1849 | 37 7 4½ | 2,456 6 9 |
| " - - - - " | 30 15 0 | 1853 | | |
| " - - - - " | 138 4 0 | 1856 | | |
| " - - - - " | 76 0 0 | 1856 | | |
| " - - - - " | 146 0 0 | 1858 | | |
| Holyhead Penrhos-y-Faelw - N.S. | *b*55 0 0 | 1844 | 4 9 0½ | |
| " " - - " | 15 6 3 | 1844 | - - - | |

*a* Repaid 19th February 1846.

*b* This school pulled down and proceeds of materials appropriated towards erecting Holyhead New Town School.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. Amount. | Date of Payment. | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| **Anglesea—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Holyhead Town - - - N.S. 5 | 993 12 0 | 1860 | 12 14 5½ | 844 18 4 |
| Llanallgo - - - N.S. | 75 0 0 | 1846 | | |
| Llandhadrig - - Ch. of E. 5 | - - - | - - - | 3 5 0 | 149 14 4 |
| Llanddeusant and Llanbabo - N.S. 5 | 164 0 0 | 1849 | 2 19 9 | 384 19 6 |
| Llandegfan - - - N.S. 5 | - - - | - - - | 2 7 6½ | 48 6 0 |
| Llandysilio - - - N.S. 6 | 149 0 0 | 1853 | 2 8 11 | 93 5 4 |
| Llanedwin, Duchess of Kent's S. 5 | - - - | - - - | - - - | 24 14 0 |
| Llanerchymedd - - - N.S. 6 | - - - | - - - | - - - | 18 15 0 |
| Llanerchymedd - - - B.S. 6 | 857 0 0 | 1860 | 7 10 5½ | 131 3 4 |
| Llanfachreth - - - B.S. 6 | - - - | - - - | 2 8 0½ | |
| Llanfihangel-yn-Nhowyn - N.S. 5 | - - - | - - - | - - - | 2 4 4 |
| Llangefni - - - B.S. 5 | 179 15 0 | 1852 | 13 8 4½ | 964 19 5 |
| " - - - " | 14 0 0 | 1855 | | |
| " - - - " | 68 9 0 | 1858 | | |
| Llangefni - - - N.S. 5 | 279 10 0 | 1853 | 3 15 8½ | 500 8 10 |
| Llangeinwen - - - B.S. 6 | 180 0 0 | 1849 | - - - | 36 13 10 |
| Llangristiolus - - - N.S. 5 | 50 0 0 | 1844 | - - - | 104 7 8 |
| " - - - " | 6 0 0 | 1856 | | |
| Llanrhyddlad - - - B.S. 8 | 130 0 0 | 1846 | 1 13 4 | 775 15 6 |
| " - - - " | 80 0 0 | 1856 | | |
| Llanrhyddlad - - - N.S. | 208 0 0 | 1847 | 3 5 8½ | |
| Llanvaelog - - - N.S. 5 | 121 0 0 | 1849 | 2 13 10½ | 147 1 8 |
| Marian Glas - - - B.S. | 165 0 0 | 1847 | 6 10 3½ | 339 12 4 |
| Penmon and Llangoed - N.S. 5 | 133 0 0 | 1852 | 2 15 9½ | 428 1 0 |
| Pensarn - - - N.S. | *40 0 0 | 1836 | 2 1 6½ | |
| Rhosybol - - - B.S. 5 | 200 0 0 | 1848 | 7 5 10 | 504 8 10 |
| " - - - " | 32 0 0 | 1858 | | |
| Trevdraeth and Llangadwaladr N.S. 5 | 505 0 0 | 1860 | 3 18 6½ | 8 18 0 |
| **Breconshire.** | | | | |
| Abercrave - - - N.S. 7 | 144 10 0 | 1854 | 5 1 2½ | 161 7 6 |
| Abergwessin School - - 10 | 93 0 0 | 1851 | 3 1 8½ | 117 14 10 |
| " " - - - | 6 10 0 | 1859 | | |
| Brecon - - - P.U. 1 | - - - | - - - | - - - | 10 0 0 |
| Brecon (Archdeaconry of), Schoolmasters' Association - - | - - - | - - - | 10 0 0 | |
| Brecon, St. David's - - N.S. | *a*73 0 0 | 1836 | | |
| Brecon, St. John's (Pendre) - N.S. 7 | - - - | - - - | 1 15 2½ | 801 7 2 |
| Brecon, St. Mary's - - - N.S. 7 | 214 10 0 | 1850 | 3 0 4½ | 920 17 2 |
| " - - - " | 9 12 6 | 1860 | | |
| Brynmaur - - - B.S. 10 | 83 6 8 | 1856 | 19 2 4 | 888 14 0 |
| Castle Madoc - - - B.S. 10 | 84 0 0 | 1854 | 1 6 8 | 70 15 0 |
| Cathedine - - - N.S. 8 | - - - | - - - | 2 14 2 | 52 8 0 |
| Cefn. Boys and Girls Sch. - 10 | - - - | - - - | 20 3 11½ | 552 19 0 |
| Crickhowel - - - N.S. 8 | - - - | - - - | 4 1 6½ | 73 12 4 |
| Cwmtwich - - - N.S. | - - - | - - - | 2 15 3 | |
| Cwmtwich, Charity School - - | - - - | - - - | 2 0 0½ | |
| Devynnock (Sir J. Davey's) Endowed School - - 8 | 77 0 0 | 1840 | 5 3 8½ | 235 16 6 |
| " " - - - | 23 6 8 | 1855 | | |
| Glasbury - - - Par. 8 | - - - | - - - | - - - | 14 11 8 |
| Hay - - - N.S. 7 | 65 13 0 | 1855 | 8 5 1 | 668 1 2 |
| Llandefaelog Vach - - N.S. 8 | 25 0 0 | 1856 | - - - | 121 7 0 |
| " - - - " | 116 0 0 | 1859 | | |
| Llanelly - - - N.S. 8 | *50 0 0 | 1836 | 1 4 1½ | 38 4 0 |
| " - - - " | 6 0 0 | 1847 | | |
| " - - - " | 67 10 0 | 1857 | | |
| Llanfrynach - - Ch. of E. 8 | 86 18 0 | 1856 | - - - | 37 8 0 |
| Llangamarch - - - N.S. 8 | - - - | - - - | 1 1 10½ | |
| Llangasty - - - N.S. 8 | - - - | - - - | - - - | 132 10 0 |
| Llangenny - - - N.S. 7 | 74 0 0 | 1848 | - - - | 3 9 0 |
| Llangynidr - - - Ch. S. 7 | - - - | - - - | - - - | 2 5 0 |
| Llanigon - - - N.S. | *30 0 0 | 1838 | | |
| Llanspythid - - - N.S. | 74 5 0 | 1861 | | |
| Llyswen - - - N.S. 7 | 134 0 0 | 1859 | - - - | 30 5 0 |
| Talgarth - - - Ch. of E. 8 | 170 0 0 | 1860 | 2 14 1½ | 51 9 4 |
| Talgarth - - - B.S. 10 | - - - | - - - | - - - | 29 17 0 |
| Talybont - - - N.S. 8 | 189 7 6 | 1861 | 5 0 9½ | 183 1 0 |
| Trallong - - - N.S. 8 | 183 12 0 | 1858 | 1 15 0½ | 44 15 8 |

*a* School pulled down.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| BRECONSHIRE—*cont.* | | | | |
| Yniscedwyn (Iron Works School) | 250 0 0 | 1844 | 2 0 9 | |
| " | 125 0 0 | 1844 | | |
| Ystradgunlais " " N.S. 8 | - - - | - - - | 3 2 6½ | 75 1 0 |
| CAERMARTHENSHIRE. | | | | |
| Abergwili N.S. 3 | *80 0 0 | 1834 | 4 0 0 | 493 1 0 |
| Amman Iron Works B.S. 7 | - - - | - - - | 2 9 8½ | 62 19 0 |
| Bettws N.S. 4 | 55 0 0 | 1845 | - - - | 1 10 0 |
| " " | 28 0 0 | 1847 | | |
| Blaen-y-coed B.S. | - - - | - - - | 1 16 0½ | |
| Bryn B.S. 8 | - - - | - - - | 2 19 9 | 121 15 8 |
| Capel Cynfal N.S. 4 | 123 0 0 | 1849 | 0 12 2 | 22 13 0 |
| Capel Evan B.S. | - - - | - - - | 6 17 9½ | 41 15 0 |
| Caermarthen, Lancasterian School 8 | 465 0 0 | 1850 | 23 9 1¾ | 1,943 3 4 |
| " " " | 21 0 0 | 1854 | | |
| " " | 140 0 0 | 1860 | | |
| Caermarthen, St. David's Practising School 3 | 727 0 0 | 1849 | 13 7 11¼ | 1,180 19 4 |
| " " | 194 0 0 | 1858 | | |
| Cross Inn B.S. 8 | - - - | - - - | 3 6 8 | 157 14 4 |
| Cwmamman N.S. 4 | - - - | - - - | 2 0 3½ | 186 12 4 |
| Cwmdu N.S. 4 | - - - | - - - | - - - | 2 2 0 |
| Cwm Ivor B.S. 8 | - - - | - - - | 4 6 2½ | 221 7 0 |
| Cwmfelinboeth N.S. 4 | - - - | - - - | 2 7 6 | 5 4 0 |
| Dafen (Tin Plate Works) N.S. 3 | - - - | - - - | 11 0 9¾ | 865 2 11 |
| Ferryside, St. Thomas' Par. 4 | 404 0 0 | 1856 | 2 0 0½ | 328 7 0 |
| Kenarth N.S. | *32 0 0 | 1838 | | |
| Kidwelly B.S. 7 | 297 0 0 | 1860 | 2 4 11½ | 177 2 0 |
| Laugharne N.S. 4 | - - - | - - - | - - - | 56 5 0 |
| Llandarog N.S. 4 | 148 13 4 | 1853 | 1 16 10½ | 102 6 6 |
| " | 50 0 0 | 1854 | | |
| Llandefeilog N.S. | 225 19 6 | 1855 | 1 19 11¾ | |
| Llandilo-faur N.S. 4 | - - - | - - - | - - - | 36 11 0 |
| Llandilo, Tabernacle B.S. 8 | - - - | - - - | - - - | 161 4 0 |
| Llandovery B.S. 8 | 332 0 0 | 1849 | 12 1 9½ | 877 4 4 |
| " | 38 10 0 | 1858 | | |
| Llandovery N.S. 3 | 300 0 0 | 1846 | 10 0 10 | 1,033 16 4 |
| Llandybie N.S. 4 | 130 0 0 | 1849 | 7 9 11¼ | 278 3 2 |
| Llanelly N.S. | *113 0 0 | 1837 | | |
| " | *87 0 0 | 1839 | | |
| Llanelly, Boys and Girls B.S. 8 | 250 0 0 | 1854 | 13 3 1¼ | 1,060 7 6 |
| " | 75 0 0 | 1857 | | |
| Llanelly, Infants B.S. 8 | 20 0 0 | 1852 | 1 14 4½ | 278 18 8 |
| " | 192 0 0 | 1855 | | |
| Llanelly (Copper Works) B.S. 8 | - - - | - - - | 22 1 1 | 1,755 6 4 |
| Llanelly, New Dock B.S. 8 | - - - | - - - | 1 14 1¾ | 38 5 0 |
| Llanfihangel Aberbythic N.S. 3 | - - - | - - - | 1 8 1 | 406 19 8 |
| Llanfihangel Uwch Gwili N.S. | 50 0 0 | 1848 | | |
| Llangadock B.S. 8 | 73 10 0 | 1852 | 3 10 6½ | 151 17 8 |
| Llangathen N.S. | - - - | - - - | 1 14 10½ | |
| Llangeler N.S. | 100 0 0 | 1850 | | |
| Llangendeirne Par. 4 | - - - | - - - | 2 9 2½ | 172 1 4 |
| Llangennech Ch. of E. 3 | 66 0 0 | 1851 | 6 6 9¼ | 532 14 4 |
| | 10 0 0 | 1852 | | |
| " | 58 10 0 | 1859 | | |
| Llanllwch N.S. 4 | 6 2 0 | 1859 | - - - | 86 0 0 |
| Llannon N.S. 4 | 33 0 0 | 1858 | 4 18 1 | 263 3 0 |
| Llansadwrn B.S. 8 | - - - | - - - | 2 12 3½ | 52 11 0 |
| Llanstephan N.S. 4 | - - - | - - - | 5 4 2 | 331 0 0 |
| Llwynhendy B.S. 8 | - - - | - - - | 4 6 9¾ | 184 17 0 |
| Mothfai N.S. 4 | - - - | - - - | 2 14 10½ | 133 2 0 |
| Mydrim N.S. | 15 0 0 | 1846 | | |
| Newcastle Emlyn N.S. 4 | 118 10 0 | 1850 | 7 9 2¾ | 247 4 0 |
| | 70 0 0 | 1857 | | |
| " " " | | | | 560 17 10 |
| Pembrey (Copper Works) B.S. 8 | - - - | - - - | - - - | |
| Rhandirmwyn B.S. 7 | - - - | - - - | 2 3 4 | 6 12 0 |
| Rhandirmwyn N.S. 4 | 209 19 0 | 1860 | - - - | 44 16 0 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **CAERMARTHENSHIRE—*cont.*** | | | | |
| Trap - - - - N.S. | - - - | - - - | 1 16 11 | |
| Tregaron - - - - B.S. 7 | - - - | - - - | - - - | 10 8 4 |
| Velinfoel - - - - B.S. 8 | - - - | - - - | 3 8 1 | 173 19 8 |
| **CAERNARVONSHIRE.** | | | | |
| Abereirch - - - - N.S. | *40 0 0 | 1836 | 2 0 0½ | |
| Bangor, Infants - - - N.S. | *72 0 0 | 1836 | | |
| Bangor - - - - N.S. 6 | - - - | - - - | 8 3 6½ | 15 12 6 |
| Bangor, Diocesan Board - - | - - - | - - - | 39 5 5 | |
| Bangor (Garth Road) - - B.S. 5 | 500 0 0 | 1849 | 24 10 9 | 2,444 9 1 |
| " " - - " | 28 8 0 | 1854 | | |
| " " - - " | 6 10 0 | 1854 | | |
| " " - - " | 132 0 0 | 1858 | | |
| " " - - " | 55 0 0 | 1859 | | |
| Bangor - - - - E.C. | - - - | - - - | 1 0 0½ | |
| Bangor, St. Paul's - - Wes. 6 | 1,559 0 0 | 1859 | 4 3 4 | 301 16 6 |
| Beddgelert - - - - B.S. 6 | 150 0 0 | 1851 | 7 11 3 | 456 5 4 |
| " - - - " | 16 10 0 | 1857 | | |
| Beddgelert - - - - N.S. 6 | 360 0 0 | 1859 | 2 10 0 | 83 19 6 |
| Bethesda - - - - B.S. 5 | - - - | - - - | 13 19 11½ | 779 8 0 |
| Bettws Garmon - - - N.S. | 30 0 0 | 1844 | | |
| Bodfean - - - - N.S. 5 | 50 0 0 | 1844 | - - - | 240 7 0 |
| Bodfeirig - - - - N.S. 5 | - - - | - - - | 6 13 8½ | 387 14 8 |
| Bontnewydd - - - - N.S. 5 | 63 0 0 | 1845 | 3 2 6 | 72 0 6 |
| " - - - " | 84 0 0 | 1850 | | |
| Bottwnog - - - - N.S. | 66 0 0 | 1847 | | |
| " - - - " | 6 0 0 | 1847 | | |
| Bronyfoel - - - - N.S. 6 | 472 10 0 | 1846 | - - - | 10 8 4 |
| Bryncroes and Rhyw - - N.S. | *45 0 0 | 1837 | | |
| " - - - " | 29 7 8 | 1852 | | |
| Caernarvon " - - B.S. 6 | 1,680 0 0 | 1859 | 14 0 10½ | 537 13 4 |
| Caernarvon, Model School Ch. of E. 5 | *100 0 0 | 1837 | 19 8 10½ | 2,716 8 10 |
| " " " - - " | 716 0 0 | 1844 | | |
| " " " - - " | 250 0 0 | 1848 | | |
| " " " - - " | 39 16 10 | 1859 | | |
| Clynnog - - - - N.S. 5 | 163 0 0 | 1850 | - - - | 124 19 6 |
| Conway - - - - N.S. 5 | *108 0 0 | 1840 | 18 10 8½ | 1,651 13 0 |
| " - - - " | 54 0 0 | 1852 | | |
| Deiniolen - - - - B.S. 6 | 741 0 0 | 1856 | 15 5 6½ | 870 3 4 |
| Dinorwic - - - - B.S. 5 | - - - | - - - | 6 4 0 | 231 6 4 |
| Dolbadarn - - - - B.S. 6 | - - - | - - - | 7 9 7½ | 374 2 2 |
| Dwygyfylchi - - - N.S. 5 | 190 0 0 | 1848 | 6 4 8 | 160 12 8 |
| Edern - - - - N.S. 6 | 90 0 0 | 1847 | 3 16 11½ | 171 13 8 |
| Eglwys Rhos - - - N.S. 6 | - - - | - - - | 2 2 1 | 40 5 4 |
| Glan-Ogwen - - - N.S. 5 | 208 5 0 | 1853 | 5 4 2 | 583 19 8 |
| Llanbedr and Caerhaen - - N.S. | *47 0 0 | 1835 | | |
| Llandegai - - - - N.S. 7 | - - - | - - - | 2 4 3½ | 144 17 8 |
| Llandinorwig - - - N.S. 6 | 633 0 0 | 1856 | 3 6 8½ | 212 15 8 |
| Llandudno - - - - N.S. 5 | 120 0 0 | 1846 | 15 11 5 | 592 17 8 |
| " - - - " | 175 0 0 | 1855 | | |
| Llandwrog - - - - N.S. 5 | 199 15 0 | 1854 | 1 19 0½ | 312 18 10 |
| Llanengan - - - - B.S. 6 | 191 0 0 | 1848 | - - - | 45 14 0 |
| " - - - " | 44 12 0 | 1858 | | |
| Llanengan - - - - N.S. 6 | 118 0 0 | 1846 | 2 19 2½ | 11 5 0 |
| " - - - " | 39 0 0 | 1847 | | |
| Llanfair-is-Gaer - - - N.S. 6 | 75 0 0 | 1845 | - - - | 54 1 0 |
| " - - - " | 112 0 0 | 1861 | | |
| Llanfair Vechan - - - N.S. 10 | 180 0 0 | 1850 | - - - | 130 4 4 |
| Llangelynin Gyffin - - N.S. 7 | 80 0 0 | 1844 | 1 5 5½ | 10 10 0 |
| Llangwnadle - - - N.S. | 149 10 0 | 1859 | | |
| Llaniestyn - - - - N.S. 5 | 40 0 0 | 1843 | - - - | 174 5 0 |
| " - - - " | 17 0 0 | 1844 | - - - | |
| " - - - " | 25 0 0 | 1858 | | |
| Llanllechid - - - - B.S. 5 | - - - | - - - | 1 6 6½ | 442 1 4 |
| Llanllechid - - - - N.S. 5 | 101 0 0 | 1848 | 13 6 9½ | 420 16 4 |
| " - - - " | 46 13 4 | 1855 | | |
| Llannor - - - - N.S. 5 | 44 0 | 1855 | - - - | 66 13 1 |
| Llanrug - - - - N.S. 7 | - - - | - - - | - - - | 12 10 0 |

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|---|---|---|---|---|
| CAERNARVONSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Llanystymdwy - - - N.S. 5 | 91 7 6 | 1853 | 2 16 2½ | 307 5 4 |
| Nant Peris - - - B.S. 6 | 229 10 0 | 1857 | 2 16 8½ | 154 17 8 |
| Nevyn - - - N.S. | *62 0 0 | 1840 | 2 0 1½ | |
| " - - - " | 25 0 0 | 1844 | | |
| Nevyn - - - B.S. 6 | - - - | - | - - - | 61 2 8 |
| Pantglas - - - N.S. 6 | 355 0 0 | 1859 | - - - | 56 15 0 |
| Penmachno - - - N.S. 12 | 282 0 0 | 1858 | 3 0 0 | 188 2 8 |
| Portmadoc - - - N.S. 6 | 624 0 0 | 1857 | 5 17 9 | 245 4 4 |
| Pwllheli - - - N.S. 5 | 200 0 0 | 1844 | 6 16 4½ | 818 2 4 |
| " - - - " | 70 0 0 | 1849 | | |
| " - - - " | 6 0 0 | 1856 | | |
| Pwllheli, Trod-yr-Allt Free - B.S. 6 | 707 0 0 | 1859 | 5 4 5½ | 282 1 4 |
| Roe Wen - - - B.S. 5 | 200 0 0 | 1849 | 3 3 7½ | 265 17 4 |
| Talysarn - - - B.S. 7 | - - - | - | 2 18 4 | 10 17 1 |
| Tre and Port Madoc - - B.S. 6 | *60 0 0 | 1840 | 7 1 9½ | 226 12 4 |
| " - - - " | 53 10 0 | 1840 | | |
| Tydweilog - - - N.S. 6 | - - - | - | - - - | 3 2 0 |
| Twthill - - - N.S. | 200 0 0 | 1848 | | |
| " - - - " | 6 0 0 | 1852 | | |
| Tyntur - - - N.S. 5 | - - - | - | 10 8 7½ | 637 18 4 |
| Vaynol - - - N.S. 6 | 373 10 0 | 1860 | 2 4 8 | 88 12 0 |
| Waenfawr - - - N.S. 5 | *93 0 0 | 1838 | - - - | 52 19 0 |
| Waenfawr - - - B.S. 5 | - - - | - | 2 15 0¾ | 59 16 0 |
| CARDIGANSHIRE. | | | | |
| Aberaron - - - N.S. 7 | 266 0 0 | 1849 | 5 4 10 | 165 8 0 |
| Aberbank - - - N.S. 7 | 157 0 0 | 1849 | 5 8 9½ | 204 3 0 |
| Aberporth - - - N.S. 8 | 78 10 0 | 1853 | 1 6 8¼ | 54 2 0 |
| " - - - " | 8 10 0 | 1858 | | |
| Aberystwith - - - N.S. 7 | - - - | - | 2 8 8½ | 117 17 0 |
| Bangor Chapel - - N.S. 7 | 139 15 0 | 1854 | 1 9 10 | 69 7 0 |
| Borth - - - N.S. | 100 0 0 | 1842 | | |
| " - - - " | 8 0 0 | 1846 | | |
| Cardigan - - - B.S. 8 | - - - | - | 4 [illegible] 11¼ | 344 17 8 |
| Cardigan, St. Mary's - - N.S. 7 | 322 0 0 | 1849 | 9 7 6½ | 1,278 12 0 |
| " - - - " | 12 10 0 | 1861 | | |
| Henfynyw - - - N.S. | *13 0 0 | 1836 | | |
| Lampeter, Pont Stephen - N.S. 7 | 119 5 0 | 1850 | 4 13 9 | 347 10 4 |
| " - - - " | 83 19 0 | 1858 | | |
| Llanarth and Llanina - - N.S. 7 | 306 0 0 | 1861 | 3 10 10½ | 23 18 0 |
| Llancynfelin - - Ch. of E. 8 | 174 4 0 | 1858 | - - - | 14 14 0 |
| Llanddewi Aberarth - - N.S. | *40 0 0 | 1840 | 2 18 8 | 15 13 0 |
| Llandygwydd - - - N.S. 7 | - - - | - | 4 19 4½ | 410 0 6 |
| Llandyssil - - - B.S. | 78 0 0 | 1850 | | |
| Llandyssil - - - N.S. 7 | 112 10 0 | 1852 | 6 1 11½ | 141 15 10 |
| " - - - " | 25 0 0 | 1852 | | |
| Llangeitho - - - N.S. | 82 0 0 | 1847 | | |
| Llangranog - - - N.S. | 52 10 0 | 1846 | 0 19 0 | |
| " - - - " | 15 0 0 | 1847 | | |
| Llangoedmore - - Ch. of E. 7 | 84 10 0 | 1849 | 3 2 6 | 215 1 0 |
| " - - - " | 59 10 0 | 1849 | | |
| Llanllwchairn - - - N.S. | *40 0 0 | 1835 | | |
| Llanrhystydd - - - B.S. | - - - | - | 1 18 9 | |
| Llanychairn, Chancery - Ch. of E. | - - - | - | 1 0 5 | 1 10 0 |
| Llwyndafydd - - - B.S. | 153 0 0 | 1855 | 2 4 2½ | |
| Llwyny-Groes - - - B.S. 8 | - - - | - | 3 6 8½ | 16 10 0 |
| New Quay - - - B.S. 8 | - - - | - | 5 17 3½ | 562 9 0 |
| Penbryn - - - Ch. of E. | 106 0 0 | 1859 | | |
| Penllwyn - - - B.S. 8 | - - - | - | 6 2 11† | 440 3 10 |
| Pen-y-parke - - - N.S. 7 | 224 0 0 | 1847 | 6 11 11½ | 1,050 10 5 |
| " - - - " | 12 19 7 | 1854 | | |
| Ponterwyd - - - B.S. 7 | - - - | - | - - - | 10 5 0 |
| Tregaron - - - B.S. 7 | - - - | - | 2 6 8¼ | 28 0 0 |

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|---|---|---|---|---|
| **Denbighshire.** | £ s. d. | | £ s. d. | £ s. d. |
| Abergele - - - N.S. | *70 0 0 | 1838 | 3 2 6 | 189 10 0 |
| Berse Drelincourt - - N.S. 12 | - - - | - - - | - - - | 4 10 0 |
| Bersham - - - N.S. | 76 10 0 | 1856 | | |
| Bettws-in-Rhos - - Ch. of E. | - - - | - - - | 2 6 7½ | |
| Blaenan Llangernyn - - B.S. 6 | 200 0 0 | 1849 | 5 11 3 | 212 10 8 |
| " " - - " | 43 13 6 | 1858 | | |
| Brymbo and Broughton - - B.S. 8 | 1,072 0 0 | 1861 | 14 1 0 | 36 19 8 |
| Brymbo - - - N.S. 11 | 373 0 0 | 1852 | 11 11 6½ | 501 6 4 |
| Capel Garmon - - N.S. 11 | - - - | - - - | 1 8 5 | 2 15 0 |
| Cefn Meriadog - - N.S. 12 | - - - | - - - | - - - | 4 5 0 |
| Chirk - - - B.S. 6 | - - - | - - - | 3 15 0 | 549 3 4 |
| Chirk - - - N.S. 11 | 100 0 0 | 1844 | 6 1 8½ | 213 13 4 |
| " - - - " | 11 0 0 | 1845 | | |
| Colwyn - - - N.S. 5 | 100 0 0 | 1849 | 3 17 6½ | 94 5 6 |
| Denbigh - - - N.S. 11 | 392 0 0 | 1848 | 9 5 2½ | 610 18 4 |
| " - - - " | 10 18 4 | 1857 | | |
| Denbigh - - - B.S. 8 | 400 0 0 | 1846 | 15 8 3 | 1,167 4 6 |
| " - - - " | 12 0 0 | 1851 | | |
| " - - - " | 24 0 0 | 1854 | | |
| Eglwysfach - - - N.S. 11 | *75 0 0 | 1836 | 4 3 3½ | 432 10 8 |
| Gresford - - - N.S. 12 | *100 0 0 | 1838 | 6 10 11½ | 489 4 8 |
| Gwersyllt - - - N.S. 11 | 87 0 0 | 1852 | 9 4 2½ | 413 17 8 |
| " - - - " | 641 2 1 | 1853 | | |
| Gyffylliog - - - N.S. | 180 0 0 | 1859 | | |
| Henllan - - - N.S. 12 | - - - | - - - | 2 1 8 | 134 9 8 |
| Llanarmon Dyffrin Ceiriog - N.S. 12 | 20 0 0 | 1844 | - - - | 1 17 0 |
| Llanarmon-in-Yale - - N.S. 12 | - - - | - - - | 2 16 3½ | 175 16 0 |
| Llanddulas - - - N.S. 12 | - - - | - - - | 1 7 6½ | 4 16 0 |
| Llandyrnog - - - N.S. 11 | *50 0 0 | 1838 | 6 11 2½ | 448 0 4 |
| " - - - " | 132 0 0 | 1855 | | |
| Llanelidan - - - N.S. | 70 0 0 | 1846 | 1 1 7½ | |
| " - - - " | 8 10 0 | 1859 | | |
| Llanfair Talhaiarn - - N.S. 11 | *50 0 0 | 1836 | 5 1 0½ | 360 17 0 |
| " - - - " | 35 0 0 | 1850 | | |
| Llanferres - - - N.S. 11 | 55 0 0 | 1847 | 3 7 5 | 393 4 4 |
| " - - - " | 40 0 0 | 1856 | | |
| Llangedwin - - - N.S. 12 | - - - | - - - | - - - | 238 8 2 |
| Llangerniew - - - Par. 12 | - - - | - - - | 2 6 7½ | 15 5 0 |
| Llangollen - - - B.S. 6 | 275 0 0 | 1848 | 3 6 4½ | 1,061 15 10 |
| " - - - " | 8 16 0 | 1854 | | |
| " - - - " | 21 13 0 | 1853 | | |
| Llangollen - - - N.S. 11 | 103 0 0 | 1842 | 41 11 2½ | 661 8 10 |
| " - - - " | 13 0 0 | 1852 | | |
| Llangollen - - - Infant S. 11 | - - - | - - - | - - - | 2 8 9 |
| Llanrhaiadr-yng-nghinn-meirch - N.S. 11 | - - - | - - - | 4 3 6 | 337 2 0 |
| Llanrhaidr-yn-Mochnant - - B.S. 7 | - - - | - - - | 2 9 9½ | 22 10 0 |
| Llanrhaidr-yn-Mochnant - - N.S. 11 | 352 0 0 | 1859 | - - - | 2 3 0 |
| Llanrwst - - - B.S. 5 | 227 14 0 | 1847 | 5 1 8 | 436 4 4 |
| Llanrwst - - - N.S. 11 | 296 0 0 | 1847 | 9 10 8½ | 844 10 4 |
| " - - - " | 17 0 0 | 1856 | | |
| Llansaintfraid Glan Conway, or Brynrhys - - - N.S. 11 | *50 0 0 | 1835 | 7 2 5¼ | 576 19 4 |
| " - - - " | 468 0 0 | 1857 | | |
| Llansaintfraid Glyn Ceiriog - N.S. 12 | *64 0 0 | 1839 | 2 18 4½ | 8 19 0 |
| " " - - " | 83 0 0 | 1859 | | |
| Llansannan - - - N.S. 12 | 260 0 0 | 1858 | 1 10 4 | 13 0 0 |
| Llantysilio - - - Par. 12 | 258 0 0 | 1860 | - - - | 59 10 5 |
| Minera - - - N.S. 11 | 373 0 0 | 1852 | 12 2 4½ | 689 17 8 |
| Nantglyn - - - N.S. 11 | 227 0 0 | 1859 | 4 1 7½ | 28 1 8 |
| Rhos-Llanerchrugog - - N.S. 11 | 200 0 0 | 1844 | 11 18 11½ | 847 4 6 |
| " " - - " | 66 0 0 | 1846 | | |
| " " - - " | 79 0 0 | 1856 | | |
| Rhos-y-medre - - - N.S. | - - - | - - - | 1 0 0½ | 30 0 0 |
| Ruabon - - - N.S. 11 | 366 0 0 | 1848 | 7 13 4 | 641 7 0 |
| " - - - " | 121 0 0 | 1856 | | |
| " - - - " | 30 2 9 | 1856 | | |
| " - - - " | 22 10 0 | 1860 | | |
| Rutlin - - - B.S. 5 | 618 0 0 | 1848 | 22 9 4½ | 1,530 4 10 |
| " - - - " | 74 2 9 | 1856 | | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Denbighshire**—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Ruthin - - - - N.S. 11 | 361 0 0 | 1849 | 7 1 4½ | 684 6 4 |
| " - - - - " | 47 18 0 | 1855 | | |
| " - - - - " | 9 5 0 | 1860 | | |
| Trefnant, Trinity - - - N.S. | 233 0 0 | 1861 | 2 10 0½ | |
| Wrexham - - - - N.S. 1 | *125 0 0 | 1838 | 5 3 0 | 125 6 0 |
| " - - - - " | 14 0 0 | 1841 | | |
| " - - - - " | 150 0 0 | 1850 | | |
| " - - - - " | 10 12 6 | 1854 | | |
| Wrexham, Brook Street - - B.S. 6 | - - - | - - - | 3 10 10 | 901 4 6 |
| Wrexham, Chester Street - B.S. | 150 0 0 | 1841 | 2 16 8 | |
| Ysputty - - - - N.S. 11 | 216 0 0 | 1858 | 2 1 2 | 88 1 8 |
| **Flintshire.** | | | | |
| Asaph, St. - - - - N.S. 1 | 15 0 0 | 1856 | 8 2 1½ | 414 15 4 |
| Asaph, St. (Girls) - - N.S. 1 | - - - | - - - | - - - | 16 0 0 |
| Asaph, St. - - - - R.C. 6 | - - - | - - - | - - - | 198 9 2 |
| Bagillt - - - - N.S. 1 | 150 0 0 | 1841 | 6 15 2 | 292 12 4 |
| " - - - - " | 30 0 0 | 1844 | | |
| Bistre-in-Mold - - - N.S. | 100 0 0 | 1842 | | |
| " " - - - " | 36 10 0 | 1860 | | |
| Bodvari - - - - N.S. 3 | 360 0 0 | 1861 | 1 0 9 | 25 8 0 |
| Broughton - - - N.S. 1 | - - - | - - - | - - - | 19 9 0 |
| Brynford - - - - N.S. 2 | 198 8 6 | 1853 | 4 12 5 | 205 9 10 |
| Buckley, Lane End - - N.S. 1 | - - - | - - - | 1 13 3½ | 51 5 0 |
| Buckley, St. Matthew's - N.S. 1 | 411 4 0 | 1849 | 11 14 6 | 1,152 12 8 |
| " " - - - " | 222 0 0 | 1857 | | |
| Cilcain - - - - N.S. 2 | 65 0 0 | 1843 | 3 2 9½ | 87 19 0 |
| Dyserth - - - - N.S. | - - - | - - - | 2 3 9½ | |
| Flint - - - - N.S. 1 | 20 0 0 | 1844 | 10 13 4½ | 864 15 8 |
| " - - - - " | 38 0 0 | 1855 | | |
| " - - - - " | 1,048 4 0 | 1859 | | |
| Flint - - - - R.C. 6 | - - - | - - - | - - - | 10 14 7 |
| Gorsedd - - - - N.S. | 82 17 6 | 1854 | | |
| Gwernafield - - - N.S. 1 | *100 0 0 | 1838 | 7 15 8½ | 331 9 0 |
| " - - - - " | 30 0 0 | 1850 | | |
| " - - - - " | 300 0 0 | 1858 | | |
| " - - - - " | 144 10 0 | 1858 | | |
| Halkyn - - - Ch. of E. 2 | - - - | - - - | 4 3 4½ | 165 18 0 |
| Hawarden - - - Ch. of E. 2 | - - - | - - - | - - - | 56 4 8 |
| Hawarden, St. John's - N.S. 2 | *125 0 0 | 1838 | 5 8 5½ | 17 16 0 |
| Hawarden (Girls) - - N.S. | - - - | - - - | 1 2 3½ | |
| Holywell - - - - N.S. 1 | 83 0 0 | 1855 | 13 9 10½ | 938 4 4 |
| Holywell - - - - P.U. | - - - | - - - | - - - | 5 0 0 |
| Holywell, St. Winifred's - R.C. 6 | - - - | - - - | 2 17 9½ | 72 7 8 |
| Leeswood District - Ch. of E. | 405 0 0 | 1859 | 5 6 8½ | |
| Lixwm - - - - B.S. 5 | 204 0 0 | 1849 | 14 10 2½ | 697 12 8 |
| " - - - - " | 37 6 8 | 1856 | | |
| Llanasa - - - - Par. 2 | 390 0 0 | 1859 | 3 0 2½ | 42 1 4 |
| Meliden - - - - N.S. 1 | 200 0 0 | 1843 | 6 2 11 | 519 13 8 |
| " - - - - " | 55 0 0 | 1856 | | |
| Mold - - - - N.S. 1 | 452 10 0 | 1850 | 21 0 9½ | 1,593 19 0 |
| " - - - - " | 18 15 0 | 1856 | a14 18 0 | |
| " - - - - " | 9 0 0 | 1857 | | |
| Mold - - - - B.S. 6 | 180 0 0 | 1846 | 10 4 0 | 1,179 1 6 |
| " - - - - " | 105 0 0 | 1856 | | |
| Mostyn - - - - N.S. | 250 0 0 | 1847 | 5 5 6½ | 209 5 0 |
| Newmarket - - - Par. 1 | - - - | - - - | 2 18 4½ | |
| Northop - - - - N.S. 1 | - - - | - - - | - - - | 65 6 0 |
| Pantasaph - - - - R.C. 6 | - - - | - - - | - - - | 17 13 4 |
| Pont-Bleiddyn (*b*) - - N.S. 2 | *75 0 0 | 1836 | - - - | 24 11 9 |
| Redbrook, Village School - | - - - | - - - | - - - | 20 16 8 |
| Rhosemor - - - - N.S. 1 | 305 0 0 | 1859 | 3 0 3½ | 43 19 9 |
| Rhuddlan, Boys - - - N.S. 1 | 18 0 0 | 1856 | 9 18 3½ | 630 19 0 |
| Rhuddlan, Girls - - - Par. 1 | - - - | - - - | 2 6 1½ | 405 3 7 |
| Rhyl - - - - N.S. 2 | 51 0 0 | 1842 | 20 9 3 | 463 10 6 |
| " - - - - " | 501 0 0 | 1858 | | |
| Rhyl - - - - R.C. 6 | - - - | - - - | - - - | 50 13 4 |

*a* Scientific apparatus.
*b* School pulled down, and proceeds of materials appropriated towards erecting a new school at Leeswood.

| Name and Denomination of School, and Month when Inspection is due. | | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|---|
| | | Amount. | Date of Payment. | | |
| | | £ s. d. | | £ s. d. | £ s. d. |
| **Flintshire—*cont.*** | | | | | |
| Talacre | R.C. 6 | 670 0 0 | 1859 | 6 11 8 | 354 1 4 |
| Threapwood | N.S. 2 | - - - | - - - | 4 6 8½ | 6 3 0 |
| Trenddyn | N.S. 2 | 70 0 0 | 1844 | 2 1 10½ | 18 9 0 |
| " | " | 24 15 0 | 1860 | | |
| Wepre, St. Mark's (Northop) | N.S. 2 | *100 0 0 | 1837 | 7 17 3½ | 173 11 8 |
| " " " | " | 50 0 0 | 1846 | | |
| " " " | " | 7 0 0 | 1855 | | |
| Whitford | N.S. 1 | - - - | - - - | 8 19 3 | 679 7 6 |
| " | " | - - - | - - - | a11 11 4 | |
| Ysceifiog | N.S. 1 | 120 15 0 | 1852 | 4 8 8 | 226 9 0 |
| **Glamorganshire.** | | | | | |
| Aberavon | N.S. 3 | 172 10 0 | 1854 | 7 6 8½ | 264 17 8 |
| Aberdare | B.S. 10 | 350 0 0 | 1859 | 8 13 9½ | 709 10 6 |
| Aberdare, Town | N.S. 2 | 285 15 0 | 1851 | 6 9 8½ | 757 13 2 |
| Aberdare | Wes. 10 | - - - | - - - | 3 5 3½ | 56 11 6 |
| Bettws | N.S. | 71 0 0 | 1850 | 1 4 3 | |
| Bishopston and Pennard | N.S. | 216 0 0 | 1851 | | |
| Black Pill, Infants | B.S. 5 | - - - | - - - | 1 8 8 | 6 10 0 |
| Bride, St., Major | N.S. 2 | *30 0 0 | 1840 | 1 15 1 | 773 0 8 |
| " " " | " | 27 0 0 | 1845 | | |
| Bridgend | N.S. 2 | - - - | - - - | 11 8 9 | 738 13 8 |
| Bridgend | Wes. 5 | - - - | - - - | 1 15 4 | 338 19 10 |
| Briton Ferry | N.S. 3 | 434 0 0 | 1858 | 4 6 0½ | 136 15 0 |
| Bryncethin | N.S. | 233 0 0 | 1860 | | |
| Bryncock | N.S. 3 | 173 0 0 | 1858 | 4 8 4½ | 26 2 0 |
| " | " | 85 0 0 | 1860 | | |
| Cadoxton-juxta-Neath | N.S. 2 | 152 0 0 | 1849 | 5 5 1½ | 779 10 2 |
| " " " | " | 261 6 0 | 1852 | | |
| " " " | " | 57 0 0 | 1859 | | |
| Cadoxton, Merthyr-dovan | N.S. | 56 0 0 | 1847 | 1 0 0 | |
| Cadoxton, Neath, Higher | N.S. | 418 16 0 | 1861 | | |
| Canton | N.S. 2 | 270 0 0 | 1858 | 1 16 0½ | 166 4 0 |
| Cardiff, Bute Docks | B.S. 5 | - - - | - - - | 6 12 1½ | 162 11 0 |
| Cardiff | Wes. 5 | - - - | - - - | 20 4 2½ | 1,316 1 6 |
| Cardiff | R.C. 6 | 720 0 0 | 1856 | 38 7 5 | 1,049 4 0 |
| Cardiff, Ragged and Industrial | Sch. 7 | - - - | - - - | 1 12 4 | 351 0 0 |
| Cardiff, St. John's | N.S. 3 | - - - | - - - | 5 19 3 | 266 11 0 |
| Cardiff, St. Mary's | N.S. 3 | 380 0 0 | 1848 | 31 19 7½ | 1,599 6 8 |
| " " " | " | 36 0 0 | 1849 | | |
| " " " | " | 40 0 0 | 1849 | | |
| " " " | " | 260 0 0 | 1861 | | |
| Cowbridge | N.S. 3 | *45 0 0 | 1839 | - - - | 212 12 4 |
| " | " | 12 15 0 | 1855 | | |
| Coychurch | N.S. | *20 0 0 | 1837 | | |
| " | " | 27 10 0 | 1851 | | |
| Crynant | N.S. | 228 0 0 | 1858 | 5 0 0½ | |
| Cwmbach | N.S. 3 | 200 0 0 | 1850 | 11 0 11½ | 367 3 4 |
| Cwmllynfell | B.S. 5 | - - - | - - - | - - - | 26 4 0 |
| Cyfarthfa, Girls' School | 10 | - - - | - - - | - - - | 186 12 0 |
| Cyfarthfa | N.S. 2 | 46 0 0 | 1855 | 14 12 11 | 390 15 8 |
| Cyfarthfa, George Town | N.S. | - - - | - - - | 9 4 2½ | |
| Cymmer | N.S. 3 | 403 0 0 | 1858 | 3 3 5½ | 212 14 8 |
| Dinas Colliery School | 10 | - - - | - - - | 6 17 6½ | 121 9 0 |
| Dowlais Schools | 8 | - - - | - - - | 77 17 2 | 2,877 6 4 |
| Dowlais, St. Mary's | R.C. 6 | 298 0 0 | 1861 | 3 19 11 | 157 10 6 |
| Duffryn School | 10 | 652 0 0 | 1857 | 14 6 11½ | 583 15 4 |
| Fagan's, St., Castle, Lady Clive's | N.S. 4 | - - - | - - - | 5 6 8 | 113 15 0 |
| Fagan's, St., District | N.S. 3 | 713 0 0 | 1858 | 2 8 4 | 15 12 8 |
| Gellifaelog | B.S. 8 | - - - | - - - | - - - | 1,018 10 4 |
| Gelligaled | B.S. 10 | - - - | - - - | - - - | 9 0 0 |
| Gellygaer, Endowed School | 3 | - - - | - - - | - - - | 315 0 0 |
| Giant's Grave | B.S. | 96 0 0 | 1842 | 1 13 10½ | |
| Glamorganshire Reformatory | - | - - - | - - - | - - - | 114 7 7 |
| Glyntaff | N.S. 3 | 180 0 0 | 1856 | 5 10 6½ | 152 18 4 |
| Grange Town | N.S. 4 | 283 2 6 | 1861 | - - - | 34 9 0 |
| Hafod Copper Works School | 8 | - - - | - - - | - - - | 2,068 8 8 |
| Hirwain | N.S. 10 | - - - | - - - | - - - | 229 19 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| GLAMORGANSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Kilvey Copper Works School - - 7 | - - - | - - - | 10 6 0½ | 602 17 0 |
| Llandaff - - - - N.S. 3 | 29 0 0 | 1856 | 3 18 6¾ | 310 16 0 |
| Llandeilo Talybont, or Pontarddulais - - - - N.S. 3 | 128 0 0 | 1846 | 3 1 8¼ | 292 1 8 |
| " " " - " | 10 0 0 | 1851 | | |
| " " " - " | 9 0 0 | 1856 | | |
| " " " - " | 3 7 6 | 1856 | | |
| " " " - " | 57 0 0 | 1859 | | |
| Llanfabon - - - - N.S. 3 | 288 0 0 | 1850 | - - - | 66 11 8 |
| Llangyfelach - - - N.S. | 35 0 0 | 1846 | | |
| " - - - " | 3 0 0 | 1846 | | |
| " - - - " | 10 0 0 | 1847 | | |
| Llantrisant - - - N.S. 2 | - - - | - - - | 5 4 6 | 691 18 4 |
| Llantwit, Major - - - N.S. 3 | - - - | - - - | 2 19 2 | 133 2 0 |
| Llanwonno - - - N.S. 3 | 298 4 0 | 1856 | 4 17 8½ | 167 19 4 |
| Llwydcoed - - - B.S. | - - - | - - - | 3 19 9½ | |
| Loughor - - - - Par. 2 | 169 18 0 | 1854 | 10 5 1¾ | 732 5 4 |
| " - - - " | - - - | - - - | *a*8 13 4 | |
| Maesteg Iron Works School - - 8 | - - - | - - - | 12 5 0½ | 878 1 11 |
| Maesteg, Llynvi Iron Works School - - - - 5 | - - - | - - - | 35 5 0½ | 1,422 15 6 |
| Maesteg, or Llangoyndd (Spelter Works) - - - B.S. | - - - | - - - | - - - | 43 15 0 |
| Maindy - - - Ch. of E. 3 | 314 0 0 | 1860 | - - - | 39 6 9 |
| Merthyr Tydvil, St. David's N.S. 2 | 300 0 0 | 1849 | 8 18 3½ | 1,197 16 0 |
| " " " - - " | 108 15 2 | 1852 | | |
| " " " - - " | 25 0 0 | 1858 | | |
| Morriston - - - - B.S. | *150 0 0 | 1837 | | |
| Mumbles - - - - B.S. 5 | *30 0 0 | 1839 | 3 15 9¾ | 480 13 4 |
| Nantgarw - - - - N.S. | 75 0 0 | 1846 | | |
| Neath, Alderman Davies' Charity - 2 | 1,150 0 0 | 1858 | 15 13 2½ | 472 15 8 |
| Neath Abbey - - - B.S. 5 | 140 0 0 | 1861 | 5 17 6½ | 273 8 10 |
| Neath, School Society's - - B.S. 5 | 635 0 0 | 1858 | 7 11 7½ | 411 7 8 |
| Newton Nottage - - - N.S. | 96 0 0 | 1848 | 2 17 7½ | 241 13 8 |
| Nicholas, St. - - - N.S. 2 | - - - | - - - | 3 7 2½ | 165 12 2 |
| Penclawdd - - - - N.S. 5 | 58 0 0 | 1843 | - - - | 82 11 0 |
| Penclawdd - - - - B.S. | - - - | - - - | 3 6 8½ | |
| Penmark - - - - N.S. | 70 0 0 | 1847 | - - - | 6 4 0 |
| Pentrechwyth, Infant School - - 5 | - - - | - - - | 1 10 9¾ | 124 5 0 |
| Pentyrch - - - - N.S. | *32 0 0 | 1836 | | |
| Pen-y-darran Iron Company Ch. of E. | - - - | - - - | 1 14 5 | |
| Pontardawe - - - N.S. 3 | 432 0 0 | 1857 | 3 9 3½ | 104 19 0 |
| Pontypridd - - - Wes. 10 | - - - | - - - | 4 3 4 | 209 1 6 |
| Pyle, Bryndu Colliery School - - 2 | - - - | - - - | 19 0 11 | 695 14 8 |
| Resolven, Village School - - - | - - - | - - - | 1 13 4 | |
| Ruddry - - - - N.S. | 25 0 0 | 1843 | | |
| " - - - " | 15 0 0 | 1844 | | |
| Sketty, St. Paul's - - N.S. 3 | - - - | - - - | 7 5 3 | 214 12 8 |
| Sketty, Infants - - - B.S. | - - - | - - - | - - - | 29 10 0 |
| Skewen - - - - N.S. 3 | - - - | - - - | 6 18 6½ | 25 15 0 |
| Swansea - - - - Ch. of E. 2 | 1,143 0 0 | 1848 | 51 10 7½ | 2,560 7 4 |
| " - - - - " | 5 12 0 | 1849 | *a*19 7 10 | |
| " - - - - " | 6 4 0 | 1850 | | |
| Swansea, Boys, (Goat Street) B.S. - 5 | 203 8 0 | 1854 | 19 7 7½ | 1,384 8 0 |
| Swansea, Girls, (Queen Street) B.S. - 5 | 170 13 4 | 1858 | 9 10 5½ | 875 10 4 |
| Swansea, St. David's - - R.C. 6 | - - - | - - - | 3 0 0½ | 181 5 0 |
| Swansea, St. Peter's - - N.S. 2 | 363 12 0 | 1858 | 4 9 6 | 176 19 0 |
| Swansea (South) - - - N.S. | 714 8 0 | 1861 | | |
| Swansea, Upper - - - N.S. | - - - | - - - | - - - | 16 10 0 |
| Tondu Iron Works - - B.S. 5 | - - - | - - - | 3 15 2 | 288 10 11 |
| Treherbert - - - B.S. 11 | - - - | - - - | 1 14 1 | 64 16 0 |
| Tydvils Well - - - B.S. 10 | - - - | - - - | 6 9 11½ | 221 10 0 |
| Whitchurch - - Ch. of E. | 498 16 3 | 1861 | | |
| Wick - - - - N.S. | 20 0 0 | 1848 | 1 0 0¼ | |
| Ystalyfera - - - - N.S. | - - - | - - - | 20 0 4½ | 784 8 4 |
| Ystradyfodwy (Treherbert) - N.S. | 494 8 0 | 1861 | | |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Merionethshire.** | | | | |
| Aberdovey School - - - 8 | - - - | - - - | 5 2 5½ | 271 16 6 |
| Aberllefenny - - - B.S. 7 | - - - | - - - | 2 18 4½ | 102 4 0 |
| Bala - - - - B.S. 6 | 511 4 0 | 1856 | 6 13 7½ | 405 19 8 |
| Bala - - - - N.S. 8 | - - - | - - - | - - - | 43 12 0 |
| Barmouth - - - N.S. 8 | *100 0 0 | 1842 | 7 16 0 | 470 2 6 |
| „ - - - - „ | 10 0 0 | 1854 | | |
| Bryncrug - - - - B.S. | 108 0 0 | 1846 | 3 6 7½ | 45 10 0 |
| Corwen - - - - N.S. 8 | - - - | - - - | 1 10 10 | 41 9 8 |
| Corwen - - - - B.S. 6 | 404 0 0 | 1857 | 8 11 8½ | 291 8 6 |
| Cynwyd - - - - N.S. 8 | - - - | - - - | - - - | 8 15 0 |
| Dolgelly - - - - B.S. 6 | - - - | - - - | 10 10 3½ | 629 4 6 |
| Dolgelly - - - - N.S. 8 | 277 0 0 | 1847 | 3 17 5½ | 703 5 4 |
| Dyffryn - - - - B.S. 6 | 199 6 0 | 1861 | 9 12 5 | 589 16 0 |
| Festiniog - - - - B.S. 6 | - - - | - - - | 7 11 10½ | 519 14 4 |
| Festiniog, Slate Quarries - B.S. 6 | 125 0 0 | 1850 | 15 8 9¼ | 746 14 9 |
| „ „ „ - - „ | 37 0 0 | 1857 | | |
| Festiniog and Maentwrog - N.S. 8 | 38 17 3 | 1855 | 2 13 4 | 385 9 8 |
| Glanrafon - - - B.S. | 80 0 0 | 1849 | | |
| Glyndiffydwy, Infants - - B.S. 7 | 35 0 0 | 1843 | - - - | 3 0 0 |
| Harlech, Charity - - Ch. of E. 8 | - - - | - - - | - - - | 1 13 0 |
| Llandrillo - - - - - B.S. | 130 0 0 | 1849 | 1 2 8½ | |
| „ - - - - „ | 27 13 4 | 1858 | | |
| Llanelltyd - - Ch. of E. 8 | - - - | - - - | - - - | 12 8 0 |
| Llanenddwyn - - - N.S. | *45 0 0 | 1836 | | |
| Llanfaur - - - - N.S. | *50 0 0 | 1836 | | |
| Llanfrothen - - - N.S. 8 | 243 0 0 | 1858 | 1 15 10½ | 36 3 0 |
| Llansantffraid (near Corwen) - N.S. 8 | - - - | - - - | - - - | 65 8 2 |
| Llangelynin Arthog - - N.S. | 50 0 0 | 1846 | 1 0 0 | |
| Llansaintfraid, Glyndyfrdwy - N.S. | 278 0 0 | 1859 | | |
| Mallwyd - - - - N.S. | 130 0 0 | 1860 | | |
| Penrhyn-den-Draeth - - B.S. 6 | 309 0 0 | 1855 | 2 0 6¾ | 515 5 0 |
| Talsarnau - - - - B.S. | 282 0 0 | 1861 | | |
| Talybont - - - - B.S. | 73 0 0 | 1841 | | |
| Towyn and Pennal - - B.S. 6 | 90 0 0 | 1849 | 4 18 11¾ | 480 0 2 |
| Trawsfynydd - - - N.S. 8 | 25 0 0 | 1844 | 5 18 5¼ | 692 6 10 |
| „ - - - - „ | 45 0 0 | 1852 | | |
| **Montgomeryshire.** | | | | |
| Berriew, Endowed - - N.S. 10 | - - - | - - - | 5 16 8½ | 808 4 2 |
| Buttington - - - N.S. | *33 0 0 | 1838 | 1 5 8 | |
| Bwlch-y-Cibans - - N.S. 10 | 122 8 0 | 1855 | 2 12 8½ | 6 5 0 |
| Carno - - - - B.S. | 36 0 0 | 1852 | 2 1 8½ | 48 2 0 |
| Castle Caereinion - - N.S. 10 | - - - | - - - | 1 18 2½ | 186 7 6 |
| Cemmes - - - - B.S. 8 | 17 18 0 | 1856 | 2 7 6 | 304 14 4 |
| Churchstoke - - - N.S. 10 | 150 0 0 | 1848 | - - - | 422 9 6 |
| „ - - - - „ | 46 5 8 | 1854 | | |
| Darowen - - - - N.S. | 60 0 0 | 1841 | 0 16 0¾ | |
| Dylife - - - - N.S. 10 | 128 0 0 | 1859 | 2 5 10 | 70 12 6 |
| Forden - - - - N.S. 9 | 105 0 0 | 1849 | - - - | 20 9 0 |
| Garthbeibio - - - N.S. 10 | - - - | - - - | 2 5 0½ | 55 16 0 |
| Llanbrynmair - - - B.S. | - - - | - - - | 1 16 8 | |
| Llanbrynmair - - - N.S. 10 | 150 0 0 | 1857 | 2 4 1½ | 16 10 0 |
| Llandrinio - - - Par. 10 | - - - | - - - | - - - | 6 5 0 |
| Llandysilio - - - N.S. | *30 0 0 | 1835 | | |
| Llandyssil - - - N.S. 10 | - - - | - - - | - - - | 10 8 4 |
| Llanfair Caereinion - - N.S. 10 | 100 0 0 | 1852 | 4 10 0½ | 233 14 0 |
| Llanfair Caereinion - - B.S. 8 | 183 0 0 | 1850 | 4 0 0 | 89 9 0 |
| Llanfechan - - - N.S. 10 | - - - | - - - | 1 0 4 | 53 8 8 |
| Llanfyllin - - - N.S. 10 | 70 0 0 | 1843 | 5 5 10 | 757 19 8 |
| Llanfyllin - - - B.S. 7 | 219 0 0 | 1854 | 8 16 4½ | 176 1 8 |
| „ - - - - „ | 29 2 8 | 1860 | | |
| Llanidloes - - - N.S. 10 | 240 0 0 | 1845 | 10 16 7½ | 1,223 4 6 |
| „ - - - - „ | 13 0 0 | 1850 | | |
| „ - - - - „ | 34 5 0 | 1852 | | |
| Llanllwchairn - - N.S. 10 | - - - | - - - | 2 12 6¾ | 158 17 0 |
| Llanwnog - - - N.S. 10 | 72 0 0 | 1853 | 6 0 0 | 186 12 8 |
| Llanwyddelan - - - N.S. | 87 4 0 | 1856 | - - - | 0 16 0 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Montgomeryshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Machynlleth - - - N.S. 10 | 39 9 0 | 1849 | 4 6 6 | 959 14 8 |
| " - - - " | 16 0 0 | 1854 | | |
| " - - - " | 36 0 0 | 1859 | | |
| Meifod - - - N.S. 10 | - - - | - - - | 1 16 5½ | 25 7 4 |
| Montgomery, Church Schoolmasters' Association - - - | - - - | - - - | 3 0 0½ | |
| Newtown - - - N.S. 10 | 300 0 0 | 1847 | 11 7 1¾ | 938 12 2 |
| " - - - " | 84 8 0 | 1854 | | |
| Newtown - - - B.S. 8 | 210 0 0 | 1847 | 10 19 2 | 766 6 0 |
| " - - - " | 60 0 0 | 1856 | | |
| Penybontfawr - - - N.S. 11 | 274 0 0 | 1859 | 1 17 6 | 15 0 0 |
| Trelystan - - - 10 | - - - | - - - | - - - | 1 15 0 |
| Welshpool, Boys and Girls - N.S. 10 | 100 0 0 | 1855 | - - - | 2,004 15 5 |
| Welshpool, Infants - N.S. | 115 0 0 | 1851 | - - - | 8 5 0 |
| Welshpool, The Belan - N.S. | 60 0 0 | 1842 | 6 12 [illegible] | |
| **Pembrokeshire.** | | | | |
| Amroth - - - N.S. | 210 3 4 | 1860 | | |
| Burton - - - N.S. 6 | - - - | - - - | 1 19 9¼ | 74 16 0 |
| Brawdy - - - N.S. 6 | - - - | - - - | 2 2 3 | 10 15 0 |
| Cilgerran - - - N.S. 6 | 90 0 0 | 1844 | 6 1 5¾ | 601 1 8 |
| " - - - " | 45 15 0 | 1859 | | |
| Cosheston and Nash - N.S. 7 | 285 3 0 | 1859 | 3 6 8 | 150 10 4 |
| Fishguard - - N.S. 6 | 210 0 0 | 1850 | 13 5 0½ | 1,105 5 6 |
| Florence (St.) - - N.S. | 160 0 0 | 1859 | 1 13 4 | |
| Haverfordwest - - N.S. 6 | 829 13 11½ | 1850 | 6 10 4½ | 1,507 2 0 |
| Haverfordwest - - B.S. 7 | *125 0 0 | 1838 | 4 2 6 | 86 2 0 |
| Hubberstone - - N.S. 7 | 284 0 0 | 1856 | - - - | 3 4 0 |
| Jeffreston - - N.S. | 42 0 0 | 1844 | 4 0 1¾ | |
| Johnstone - - N.S. | *17 0 0 | 1837 | | |
| Letterston - - N.S. 6 | 81 0 0 | 1853 | 4 7 2¼ | 205 2 4 |
| Llandeloy - - N.S. | 227 0 0 | 1850 | 4 9 7 | 56 4 0 |
| " - - - " | 100 0 0 | 1851 | | |
| Llandewi Velfry - - N.S. 7 | - - - | - - - | 1 0 8¾ | 16 15 0 |
| Llanrhian - - N.S. | 116 13 4 | 1853 | 6 10 7 | |
| Llanstadwell, Endowed School - 7 | - - - | - - - | - - - | 4 16 0 |
| Llawhaden - - N.S. | 37 10 0 | 1847 | 3 14 4½ | |
| " - - - " | 8 8 8 | 1860 | | |
| Manor Divy - - N.S. | *42 0 0 | 1835 | | |
| Martletwy - - N.S. | 129 10 0 | 1854 | 1 17 3¾ | |
| Milford Haven, Endowed Church School - - - 6 | - - - | - - - | 5 4 7¾ | 727 16 6 |
| Narberth - - N.S. 6 | - - - | - - - | 7 13 11¾ | 366 4 8 |
| Narberth - - B.S. | *40 0 0 | 1839 | - - - | 19 3 4 |
| Pembroke - - N.S. 6 | - - - | - - - | - - - | 180 0 4 |
| Pembroke - - B.S. 8 | - - - | - - - | - - - | 9 17 6 |
| Pembroke Dock - - N.S. 6 | 250 0 0 | 1844 | 40 14 7¼ | 2,974 16 2 |
| " " - - " | 200 0 0 | 1848 | | |
| " " - - " | 12 0 0 | 1855 | | |
| Pembroke Dock - - B.S. 8 | 320 0 0 | 1849 | 45 18 6¾ | 2,209 19 10 |
| " " - - " | 31 0 0 | 1855 | | |
| Puncheston - - N.S. 7 | 269 0 0 | 1855 | 1 17 5 | 60 13 0 |
| Reynalton - - B.S. | *30 0 0 | 1836 | | |
| Rhydberth - - N.S. 6 | 70 0 0 | 1853 | 8 11 4¾ | 981 5 10 |
| " - - - " | 6 0 0 | 1855 | | |
| Roch - - - N.S. | 86 15 0 | 1855 | | |
| Rudbaxton - - N.S. 6 | 58 0 0 | 1846 | - - - | 167 0 2 |
| Solva - - - N.S. | *75 0 0 | 1838 | - - - | 30 0 0 |
| Spittal - - N.S. 7 | 210 0 0 | 1857 | 1 13 4 | 97 10 0 |
| Stackpole - - N.S. 6 | - - - | - - - | - - - | 343 11 8 |
| Tavernspite - - N.S. 10 | 171 0 0 | 1846 | 2 10 11¼ | 151 5 4 |
| Templeton - - B.S. | *25 0 0 | 1836 | | |
| Tenby - - - N.S. 6 | 90 0 0 | 1840 | 13 10 9¾ | 999 15 4 |
| " - - - " | 60 0 0 | 1845 | | |
| " - - - " | 20 0 0 | 1846 | | |
| Tenby, Infant - - - 6 | - - - | - - - | | 432 0 |

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|---|---|---|---|---|
| PEMBROKESHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Tenby, New Hedges - Ch. of E. 6 | 119 0 0 | 1853 | 2 4 6½ | 265 16 8 |
| Trevine District - - B.S. 8 | - - - | - - - | 2 10 0 | 49 2 9 |
| Uzmaston-cum-Boulston - N.S. 6 | 147 0 0 | 1848 | 5 19 7 | 859 4 10 |
| - - " | 20 0 0 | 1848 | | |
| Walton, West, and Talbenny - N.S. | 109 10 0 | 1851 | 3 6 4 | |
| Warren, Agricultural School - - 6 | - - - | - - - | 4 7 8½ | 382 16 4 |
| Wiston - - - N.S. 7 | - - - | - - - | 3 15 0½ | 46 16 6 |
| Wolfscastle - - - B.S. 8 | *175 0 0 | 1836 | - - - | 13 0 0 |
| Zion Hill - - - B.S. 8 | - - - | - - - | 1 15 11¼ | 60 7 0 |
| RADNORSHIRE. | | | | |
| Abbey-cwm-hir - - - N.S. 5 | - - - | - - - | - - - | 8 6 8 |
| Boughrood - - - N.S. 5 | 74 0 0 | 1851 | 2 4 8½ | 62 19 11 |
| Cascob - - - - N.S. | 134 0 0 | 1859 | | |
| Clyro - - - - N.S. | 276 0 0 | 1860 | | |
| Heyop - - - - Par. | - - - | - - - | 1 5 5½ | 41 15 0 |
| Knighton - - - - N.S. 5 | - - - | - - - | 4 1 4½ | 382 11 2 |
| Llanbadarnfawr - - - N.S. 8 | 202 0 0 | 1858 | 1 3 6½ | 37 3 9 |
| Nantmel - - - - N.S. 8 | 156 0 0 | 1856 | - - - | 102 19 11 |
| Radnor, New - - - N.S. 8 | - - - | - - - | 1 6 8 | 8 15 0 |
| Radnor, Old - - - N.S. | 220 0 0 | 1850 | | |

## SCOTLAND.

NOTE.—G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; Par., a *Parochial* School; and Undl., that it is *Undenominational*.

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|---|---|---|---|---|
| ABERDEENSHIRE. | £ s. d. | | £ s. d. | £ s. d. |
| Aberdeen, Bon Accord - - F.C. 10 | *250 0 0 | 1838 | 10 0 8½ | 1,166 0 10 |
| Aberdeen, Dr. Bell's Day and Evening Undl. 10 | - - - | - - - | 14 1 2½ | 416 13 4 |
| Aberdeen, East Parish - - F.C. 9 | - - - | - - - | 2 0 1½ | 604 5 0 |
| Aberdeen, East Parish - - Sess. 10 | *400 0 0 | 1840 | 34 5 2½ | 2,369 5 10 |
| " " - - " | 54 0 0 | 1858 | a9 8 0 | |
| Aberdeen, Educational Society's - G.A. | 165 0 0 | 1841 | | |
| Aberdeen Female Orphan Asylum G.A. 7 | - - - | - - - | - - - | 2 10 0 |
| Aberdeen, Grey Friars - - F.C. | 500 0 0 | 1841 | | |
| Aberdeen, Guestrow Reformatory 10 | - - - | - - - | 2 4 2 | 617 1 6 |
| Aberdeen (John Knox's) - - Sess. 10 | *100 0 0 | 1835 | - - - | 928 16 8 |
| " " - - " | *98 5 0 | 1836 | | |
| Aberdeen (John Knox's) - - F.C. 9 | - - - | - - - | 21 1 11 | 1,138 0 10 |
| Aberdeen, North Parish - - Sess. 10 | *300 0 0 | 1840 | 29 8 4¾ | 1,129 10 0 |
| Aberdeen, North Parish - - F.C. 10 | - - - | - - - | 6 11 5¼ | 740 9 2 |
| Aberdeen, Old Mill Reformatory Par. | - - - | - - - | 1 8 4 | |
| Aberdeen, South Parish - - F.C. 10 | - - - | - - - | - - - | 1,800 12 6 |
| Aberdeen, South Parish, Trinity Sess. 10 | *220 0 0 | 1837 | 8 3 8 | 747 3 4 |
| Aberdeen, West Parish - - Sess. 10 | 266 0 0 | 1850 | 31 11 4½ | 1,292 16 8 |
| Aberdeen, St. Andrew's - - Epis. 6 | - - - | - - - | - - - | 201 3 4 |
| Aberdeen, St. Andrew's, Female (late St. John's) - - - Epis. 6 | - - - | - - - | - - - | 172 18 4 |
| Aberdeen, St. Peter's - - - R.C. 4 | - - - | - - - | 16 13 3¾ | 444 18 4 |
| Aberdeen, Shaw's Court, Female Industrial - - Undl. 10 | - - - | - - - | - - - | 313 8 4 |
| Aberdeen, Sheriff Watson's Female Industrial - - - F.C. 10 | - - - | - - - | - - - | 75 15 0 |
| Aberdeen (Sugar House Lane) Undl. 10 | 204 0 0 | 1852 | 3 0 10½ | 641 16 7 |
| Aberdeen, Trades - - - Undl. 10 | - - - | - - - | - - - | 328 0 0 |
| Aberdeen, Union Parish - - F.C. | 295 0 0 | 1841 | | |
| Aberdour - - - - - F.C. 11 | 105 0 0 | 1850 | 7 4 0 | 162 18 4 |
| Aboyne - - - - - Par. 10 | - - - | - - - | - - - | 49 3 4 |
| Alford - - - Estab. Ch. 7 | - - - | - - - | 2 5 0½ | 100 0 0 |
| Alford - - - - - Par. 10 | - - - | - - - | - - - | 26 5 0 |
| Auchindoir, 2nd - - - Par. | - - - | - - - | 5 13 4 | |
| Ballogie, Female - - - Par. 10 | - - - | - - - | 1 13 4¼ | 121 5 0 |
| Banchory Davenick - - F.C. 9 | - - - | - - - | 5 16 8 | 343 13 4 |
| Banks (Insch) - - - F.C. 11 | - - - | - - - | 2 3 11 | 130 8 4 |
| Belhelvie - - - - Par. 11 | - - - | - - - | - - - | 177 10 0 |
| Birse - - - - - Par. 10 | - - - | - - - | 4 3 4½ | 100 0 0 |
| Bonny Kelly District School - - | 148 0 0 | 1860 | | |
| Braemar, Inverey - - - R.C. | - - - | - - - | 2 1 7 | |
| Braemar, Achendryne - - - R.C. | - - - | - - - | 2 8 4 | |
| Bridge of Don - - Subn. G.A. 10 | - - - | - - - | 2 1 8 | 54 5 0 |
| Burnhaven - - - - G.A. 10 | 127 10 8 | 1857 | 3 0 0½ | 348 4 2 |
| Castleton of Braemar Society's School 10 | - - - | - - - | - - - | 27 10 0 |
| Coldstone - - - - - Par. 10 | - - - | - - - | - - - | 41 5 0 |
| Coull - - - - - - Par. 10 | - - - | - - - | - - - | 26 5 0 |
| Cruden - - - - - F.C. 9 | 57 0 0 | 1850 | 5 9 8¾ | 239 14 4 |
| Cruden (The Erroll) - - Epis. 6 | *90 0 0 | 1838 | 6 9 2¼ | 397 17 6 |
| Cullerley District School - - Undl. 10 | - - - | - - - | - - - | 114 5 0 |
| Cuminestown - - - Epis. | - - - | - - - | 2 9 4 | |
| Daviot - - - - - Par. | - - - | - - - | 1 6 4 | |
| Deer, Old - - - Estab. Ch. | 200 0 0 | 1861 | | |
| Deer - - - - - Epis. 6 | - - - | - - - | - - - | 4 3 4 |
| Deer, Old - - - - F.C. 10 | 109 11 5 | 1848 | 4 11 4½ | 354 10 10 |
| Echt Female School - - - 10 | - - - | - - - | 1 11 8¼ | 128 11 8 |
| Ellon - - - - - F.C. 11 | 162 0 0 | 1849 | 1 0 3 | 157 0 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| ABERDEENSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Ellon - - - - Par. 10 | - - - | - - - | 14 12 7½ | 207 18 4 |
| Ellon - - - - Epis. | - - - | - - - | 0 15 10½ | |
| Forgue - - - - Epis. | - - - | - - - | 1 6 8 | |
| Forgue - - - - Par. 10 | - - - | - - - | 2 10 0½ | 74 5 0 |
| Forgue-Side - - - Estab. Ch. 10 | 117 0 0 | 1849 | 2 13 9½ | 169 8 4 |
| Fraserburgh - - - - F.C. 11 | 492 0 0 | 1858 | 3 16 10 | 21 10 0 |
| Fraserburgh, St. Peter's - Epis. 6 | 758 0 0 | 1861 | 8 15 8¼ | 550 16 8 |
| Fyvie - - - - Par. 8 | - - - | - - - | 2 3 8 | 56 13 4 |
| Fyvie, All Saints' - - Epis. 6 | - - - | - - - | - - - | 103 10 0 |
| Fyvie, Female - - Undl. 10 | - - - | - - - | - - - | 127 18 4 |
| Gariochsford - - - F.C. | - - - | - - - | 5 16 9 | |
| Garmond School - - - - | 66 0 0 | 1860 | 1 14 2 | |
| Gartley, Congregational - - F.C. 11 | - - - | - - - | 2 3 4½ | 18 15 0 |
| Gartley - - - - Par. 10 | - - - | - - - | - - - | 11 5 0 |
| Gilcomston - - - - F.C. 9 | - - - | - - - | 2 17 11 | 252 8 4 |
| Glenfoudland - - - G.A. 10 | - - - | - - - | - - - | 169 17 6 |
| Huntly, Congregational - - F.C. 9 | - - - | - - - | 10 14 9½ | 677 13 4 |
| Huntly - - - - Par. 8 | - - - | - - - | - - - | 297 3 4 |
| Huntly, Second - - - Par. 10 | - - - | - - - | 1 4 8½ | 47 10 0 |
| Huntly - - - - R.C. | - - - | - - - | 1 0 2 | |
| Huntly-Gordon Industrial - F.C. 9 | - - - | - - - | - - - | 658 19 10 |
| Insch - - - - - F.C. 10 | 73 0 0 | 1858 | 3 4 0½ | 304 18 4 |
| " - - - - - " | 9 4 6 | 1859 | | |
| Insch - - - - Par. 10 | - - - | - - - | 1 14 2½ | 98 0 0 |
| Inverury - - - - F.C. 11 | 120 0 0 | 1851 | 2 7 5½ | 12 10 0 |
| Inverury, St. Mary's - Epis. 6 | - - - | - - - | - - - | 187 1 8 |
| Keig - - - - - Par. 10 | - - - | - - - | - - - | 5 0 0 |
| Kemnay - - - - Par. | - - - | - - - | 2 14 2 | |
| Kincardine O'Neill - - F.C. 10 | - - - | - - - | 3 4 0½ | 209 5 0 |
| Kincardine O'Neill - - Par. 10 | - - - | - - - | - - - | 131 5 0 |
| Kinellar - - - - Parish S. 10 | - - - | - - - | - - - | 11 5 0 |
| King Edward - - - - Par. 10 | - - - | - - - | 2 6 8 | 39 0 0 |
| Kingswells - - - - F.C. 11 | 334 0 0 | 1860 | - - - | 23 0 0 |
| Kintore - - - - F.C. 10 | 75 0 0 | 1851 | 5 11 7½ | 268 12 6 |
| Kintore - - - - Par. | - - - | - - - | 4 14 2 | |
| Leslie - - - - Par. 10 | - - - | - - - | 3 9 5½ | 108 3 4 |
| Lesmore - - - - G.A. 10 | - - - | - - - | - - - | 5 0 0 |
| Leylodge - - - - G.A. 10 | 210 0 0 | 1856 | 4 10 0½ | 96 5 0 |
| Longhill - - - - G.A. 10 | - - - | - - - | - - - | 110 0 0 |
| Lyne of Skene - - - F.C. | - - - | - - - | 2 14 6 | |
| Machar (New) - - - Par. | - - - | - - - | 3 5 0 | |
| Meiklefolla - - - Epis. 6 | - - - | - - - | 2 13 10 | 130 16 8 |
| Meldrum, Old - - - F.C. 11 | 123 0 0 | 1848 | - - - | 91 5 0 |
| Methlick, Female - - Estab. Ch. 10 | - - - | - - - | - - - | 18 6 8 |
| Midmar - - - - Par. | - - - | - - - | 1 8 0 | |
| Migvie - - - - G.A. 10 | - - - | - - - | - - - | 131 5 0 |
| Minduruo - - - - Undl. 10 | - - - | - - - | 4 0 0 | 11 5 0 |
| Monquhitter - - - F.C. 11 | - - - | - - - | 2 8 1½ | 20 16 8 |
| Newhills, Congregational - - F.C. 11 | 6 12 6 | 1860 | 4 17 6 | 220 3 4 |
| Oyne - - - - - Par. 10 | - - - | - - - | - - - | 23 15 0 |
| Peterculter - - - - Par. 8 | - - - | - - - | - - - | 32 10 0 |
| Peterhead, Academy - - Par. | *650 0 0 | 1840 | | |
| " " - - - " | 140 0 0 | 1840 | | |
| Peterhead Seminary - - F.C. 10 | 219 15 0 | 1850 | 3 10 4½ | 411 5 10 |
| Peterhead (Girls) - - - F.C. 10 | - - - | - - - | - - - | 406 12 6 |
| Peterhead, East Parish - G.A. | 300 0 0 | 1840 | | |
| Peterhead, Female - - - Par. 10 | - - - | - - - | - - - | 16 0 10 |
| Peterhead, St. Peter's - Epis. 6 | - - - | - - - | 2 0 11½ | 101 3 4 |
| Peterhead Union Industrial - Undl. | 120 0 0 | 1858 | 2 5 3 | |
| Pitsligo - - - - - Par. | - - - | - - - | 1 13 4½ | - |
| Pitsligo, New - - - - Par. 7 | - - - | - - - | 3 9 6½ | 29 0 0 |
| Pitsligo, New, St. John's - Epis. 6 | 762 12 0 | 1858 | 18 16 6½ | 807 15 0 |
| Pitsligo, New, Female School - 10 | - - - | - - - | 2 0 0 | 134 6 8 |
| Port Elphinstone, Subn. - - F.C. 10 | 103 10 0 | 1840 | 13 9 8½ | 845 15 10 |
| Rathin - - - - - G.A. | 108 10 0 | 1841 | - - - | - |
| Rayne, Old, Female - - G.A. 10 | - - - | - - - | - - - | 235 10 0 |
| Rhynie - - - - - F.C. | - - - | - - - | 1 17 6 | |
| Rhynie, Girls - - - - S. 10 | - - - | - - - | - - - | 11 13 4 |
| Rhynie - - - - - Par. 10 | - - - | - - - | - - - | 26 5 0 |
| Savoch - - - - - G.A. 10 | 113 0 0 | 1857 | - - - | 33 0 0 |

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| **Aberdeenshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Skene - - - - F.C. 10 | 130 10 0 | 1852 | 15 10 7¾ | 440 8 4 |
| Strichen - - - - Par. 10 | - - - | - - - | 1 14 0 | 301 15 0 |
| Strichen, Female - - - G.A. 10 | - - - | - - - | 1 17 11 | 197 16 8 |
| Tarvas - - - - Par. 10 | - - - | - - - | 7 11 11 | 52 10 0 |
| Tillymorgan - - - - Epis. 6 | - - - | - - - | - - - | 133 15 0 |
| Tornaveen - - - - Par. 10 | - - - | - - - | 2 0 0 | 27 1 8 |
| Torphins - - - - Par. | - - - | - - - | 2 0 0 | |
| Tullynessle - - - Ch. of S. 10 | 148 0 0 | 1858 | - - - | 102 3 4 |
| Turriff - - - - Par. 10 | - - - | - - - | - - - | 11 5 0 |
| Udney - - - - F.C. 11 | 81 0 0 | 1850 | 2 2 6 | 90 0 0 |
| Udney, Female - - - G.A. 10 | - - - | - - - | - - - | 8 6 8 |
| Waterton of Echt - - - Par. 10 | - - - | - - - | 6 4 6½ | 92 15 0 |
| Whiterashes - - - - Epis. 6 | - - - | - - - | 2 10 0½ | 68 6 8 |
| Whitestripes - - - - G.A. 8 | - - - | - - - | - - - | 105 0 0 |
| Woodside - - - - F.C. 10 | *150 0 0 | 1837 | 15 4 5 | 652 15 0 |
| " - - - - - " | 14 0 0 | 1855 | *a* 9 13 4 | |
| " - - - - - " | 16 13 4 | 1859 | | |
| **Argyllshire.** | | | | |
| Appin - - - - F.C. 7 | 291 12 0 | 1859 | - - - | 33 0 0 |
| Ardentinny - - - - G.A. 7 | - - - | - - - | - - - | 7 10 0 |
| Ardrishaig - - - - F.C. 4 | - - - | - - - | 3 6 8¼ | 275 6 4 |
| Ardrishaig - - - Estab. Ch. | - - - | - - - | - - - | 28 6 8 |
| Ardrishaig - - - Epis. 9 | - - - | - - - | 3 8 3½ | 115 13 4 |
| Ardtun - - - - F.C. 7 | - - - | - - - | - - - | 27 10 0 |
| Ballachulish, St. John's - Epis. 9 | - - - | - - - | 8 10 10 | 368 16 8 |
| Barcaldine - - - - G.A. 8 | - - - | - - - | - - - | 270 0 0 |
| Bowmore - - - - Par. 7 | - - - | - - - | 5 15 4½ | 426 3 4 |
| Bowmore - - - - F.C. 7 | 87 10 0 | 1861 | - - - | 42 10 0 |
| Bowmore, Foreland - - - F.C. 8 | - - - | - - - | 5 5 8 | 344 16 8 |
| Bridgend - - - - Par. 7 | - - - | - - - | - - - | 78 15 0 |
| Campbeltown, Burgh and Parochial School - - - 7 | - - - | - - - | 1 7 5 | 390 0 0 |
| Campbeltown - - - Epis. 9 | - - - | - - - | 1 13 5 | 48 3 4 |
| Campbeltown - - - F.C. 6 | - - - | - - - | - - - | 1,153 15 10 |
| Campbeltown (Argyll Street) Elementary Female - - - Par. 7 | - - - | - - - | 3 0 7½ | 25 0 0 |
| Campbeltown Reformatory - Undl. 7 | - - - | - - - | - - - | 167 1 8 |
| Campbeltown, United Female School of Industry - Undl. 6 | - - - | - - - | - - - | 274 16 8 |
| Caolis - - - - F.C. | - - - | - - - | 1 17 1 | |
| Corpach - - - - G.A. 8 | - - - | - - - | - - - | 253 10 0 |
| Croish - - - - F.C. | - - - | - - - | 2 3 8½ | |
| Dalinlongart - - - - G.A. 8 | - - - | - - - | - - - | 43 10 0 |
| Dalintober (Miss Campbell's), Charity - - - - Par. 7 | - - - | - - - | 11 17 3½ | 826 5 0 |
| Dervaig Female Industrial (Island of Mull) - - - - G.A. 8 | 120 0 0 | 1847 | - - - | 5 16 8 |
| " " " - " | 77 0 0 | 1849 | - - - | |
| Drumlemble - - - - G.A. 7 | - - - | - - - | - - - | 16 13 4 |
| Dunoon, Female - - - - Par. 8 | - - - | - - - | 2 7 6 | 224 10 0 |
| Dunoon - - - - F.C. 4 | - - - | - - - | 3 16 8½ | 205 0 0 |
| Dunoon, Female Industrial - F.C. 4 | 145 0 0 | 1861 | 2 8 11½ | 62 18 4 |
| Dunoon-Kirn - - - - Sess. 1 | - - - | - - - | - - - | 83 5 0 |
| Glencoe - - - - F.C. 7 | - - - | - - - | 4 11 9 | 323 2 6 |
| Grinnard - - - - F.C. 7 | - - - | - - - | - - - | 18 15 0 |
| Hynish - - - - F.C. | - - - | - - - | 5 0 0½ | |
| Inverary - - - - F.C. 4 | - - - | - - - | 1 10 6½ | 284 3 4 |
| Inverary Burgh - - - - Par. 8 | - - - | - - - | 3 11 0 | 441 13 4 |
| Kilcalmonell - - - - Par. 8 | - - - | - - - | - - - | 8 15 0 |
| Killarow and Kilmeny - - F.C. 7 | - - - | - - - | 2 10 0 | 42 10 0 |
| Kinloch - - - - G.A. | *75 0 0 | 1839 | - - - | |
| Killean - - - - F.C. 6 | - - - | - - - | - - - | 276 5 0 |
| Kilmodan - - - - F.C. 5 | - - - | - - - | - - - | 92 0 0 |
| Kintraw - - - - G.A. 2 | - - - | - - - | - - - | 55 0 0 |
| Knapdale, North (Bellanoch) Par. 7 | - - - | - - - | 5 0 0 | 261 1) 2 |
| Lagavullin - - - Estab. Ch. 8 | - - - | - - - | 3 0 0 | 11 5 0 |
| Ledaig - - - - G.A. 8 | - - - | - - - | - - - | 40 0 0 |

*a* Scientific apparatus.

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| **Argyllshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Lochaline - - - - Sess. 8 | 100 0 0 | 1850 | - - - | 112 2 6 |
| Lochdonhead - - - G.A. | 82 0 0 | 1848 | - - - | |
| Lochend - - - - F.C. 6 | - - - | - - - | - - - | 500 0 0 |
| Lochgilphead - - - F.C. 7 | - - - | - - - | 15 2 7½ | 737 3 4 |
| " - - - - - | - - - | - - - | *a*7 7 4 | |
| Lochgilphead - - - Par. 7 | 251 0 0 | 1856 | 4 11 8½ | 85 0 0 |
| Lochgilphead - - - Epis. 9 | - - - | - - - | 5 6 3 | 345 1 8 |
| Mullindry - - - - F.C. 8 | - - - | - - - | - - - | 7 10 0 |
| Oatfield - - - - G.A. 7 | - - - | - - - | - - - | 280 0 0 |
| Oban - - - - - F.C. 7 | 150 0 0 | 1843 | - - - | 129 16 8 |
| Ormsary - - - - G.A. 2 | - - - | - - - | - - - | 22 0 0 |
| Peninver - - - - G.A. 7 | - - - | - - - | - - - | 65 8 4 |
| Poltallock, Industrial - Undl. 9 | - - - | - - - | 3 15 0½ | 152 2 6 |
| Port Charlotte - - - G.A. 7 | - - - | - - - | - - - | 319 11 8 |
| Port Ellen, Infant and Industrial - 7 | - - - | - - - | - - - | 31 0 0 |
| Portnahaven - - - - F.C. 8 | 73 15 0 | 1853 | 5 3 3 | 482 10 10 |
| Portnahaven, Parliamentary School - 8 | - - - | - - - | 2 10 0½ | 103 6 8 |
| Salen, Female Industrial School - - 8 | - - - | - - - | - - - | 75 0 0 |
| Sandbank - - - - G.A. | 357 10 0 | 1860 | | |
| Southend - - - - Par. 7 | - - - | - - - | 2 15 7½ | 520 15 0 |
| Strone, Female School - - - 8 | - - - | - - - | - - - | 14 3 4 |
| Strachur, The Pole - Estab. Ch. | 200 0 0 | 1858 | | |
| Tarbert - - - - G.A. 7 | - - - | - - - | - - - | 510 4 2 |
| Tobermory, Girls, Industrial - G.A. | 133 0 0 | 1849 | | |
| Tobermory - - - - F.C. 5 | - - - | - - - | - - - | 93 10 0 |
| **Ayrshire.** | | | | |
| Alloway - - - - G.A. 5 | 140 0 0 | 1848 | 1 16 11 | 131 3 4 |
| Ardeer Iron Works - - - Par. 7 | - - - | - - - | 9 7 4½ | 263 15 0 |
| Ardrossan - - - - Par. 4 | - - - | - - - | 6 19 5½ | 913 16 8 |
| " - - - - - " | - - - | - - - | *a*15 10 0 | |
| Ardrossan, Public - - Sess. 4 | *150 0 0 | 1833 | 6 17 6 | 436 18 4 |
| " - - - - " | - - - | - - - | *a*13 18 0 | |
| Ardrossan, Female Industrial - - 4 | 108 0 0 | 1850 | 4 15 0½ | 640 0 0 |
| Ayr - - - - - G.A. | 200 0 0 | 1843 | | |
| Ayr - - - - - Epis. 12 | - - - | - - - | 6 2 11½ | 608 7 6 |
| Ayr, Fish Cross District - - F.C. 4 | - - - | - - - | 8 1 8 | 65 10 0 |
| Ayr, Industrial Ragged - Undl. 4 | 158 15 0 | 1853 | - - - | 294 9 4 |
| Ayr - - - - - R.C. | - - - | - - - | 3 0 0 | |
| Ballantrae - - - - Par. 5 | - - - | - - - | 8 17 1½ | 635 16 8 |
| Ballantrae, Glennap Endowed - - 5 | - - - | - - - | - - - | 145 15 0 |
| Barrhill - - - - F.C. 5 | 80 0 0 | 1851 | 7 18 4 | 246 13 4 |
| Beith - - - - - Par. 3 | 109 0 0 | 1849 | 2 12 2- | 701 17 6 |
| Beith - - - - - F.C. 5 | 132 0 0 | 1849 | 3 6 8 | 192 0 0 |
| Beith, Female, Industrial School - - 4 | - - - | - - - | 2 14 10 | 392 13 4 |
| Blair Iron Works School - - - 4 | - - - | - - - | - - - | 354 13 4 |
| Blair Mains - - - - Par. 4 | - - - | - - - | - - - | 573 5 0 |
| Burnside - - - - - S. 6 | - - - | - - - | - - - | 6 5 0 |
| Catrine - - - - - F.C. | - - - | - - - | 3 0 0 | |
| Catrine Public School - - F.C. 6 | 750 0 0 | 1861 | 8 6 8½ | 17 1 8 |
| Colmonel, Female Industrial School - 5 | - - - | - - - | - - - | 31 0 0 |
| Crosshills - - - - G.A. 5 | - - - | - - - | 10 5 4½ | 549 3 4 |
| Crosshills Female School - - - 5 | - - - | - - - | - - - | 109 15 0 |
| Crosshouse - - - - G.A. 5 | 150 0 0 | 1849 | 4 10 0 | 134 5 0 |
| Cumnock, New - - - - F.C. 5 | - - - | - - - | 14 11 9½ | 677 10 0 |
| " - - - - - " | - - - | - - - | *a*10 8 2 | |
| Cumnock, Old - - - - F.C. 5 | - - - | - - - | 18 7 8½ | 891 0 0 |
| " - - - - - " | - - - | - - - | *a*13 16 8 | |
| Dailly - " - - - - F.C. 5 | - - - | - - - | - - - | 10 0 0 |
| Dailly - - - - - Par. | - - - | - - - | - - - | 44 18 4 |
| Dalry - - - - - Par. 4 | - - - | - - - | - - - | 564 13 4 |
| Dalry - - - - - F.C. 4 | 66 10 0 | 1852 | 12 3 1- | 356 10 0 |
| Dalry, Female Industrial School - - 4 | - - - | - - - | - - - | 632 3 4 |
| Dalry, Kersland Barony - - G.A. 4 | 138 0 0 | 1848 | 12 9 2½ | 741 16 8 |
| Dalry, Love Lane - - - G.A. 6 | - - - | - - - | - - - | 16 5 0 |
| Darnconnor - - - - G.A. 6 | - - - | - - - | 5 6 0½ | 24 11 8 |
| Darvel - - - - - F.C. | - - - | - - - | 6 2 4½ | |
| Darvel (Lord Hastings') School - - 7 | - - - | - - - | 4 1 4½ | 53 0 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
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| **Ayrshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Dreghorn (Cross Roads) - Estab. Ch. 10 | - - - | - - - | - - - | 54 0 0 |
| Drybridge, Subscription - - - 5 | 205 0 0 | 1857 | 2 1 8½ | 105 16 8 |
| Dundonald - - - - Par. 7 | - - - | - - - | - - - | 36 15 0 |
| Dundonald, Old Rome - - F.C. 5 | - - - | - - - | - - - | 223 2 6 |
| Eglinton, Iron Works - - G.A. 4 | 637 0 0 | 1858 | 15 18 8½ | 345 1 8 |
| Fenwick - - - - Par. 7 | - - - | - - - | 2 6 0 | 23 7 6 |
| Fisherton - - - - G.A. | 47 10 0 | 1844 | | |
| " - - - - " | 20 0 0 | 1848 | | |
| Fullarton - - - - F.C. 4 | 100 0 0 | 1849 | 19 13 3½ | 891 10 0 |
| " - - - - " | 22 13 4 | 1853 | | |
| " - - - - " | 33 10 0 | 1859 | | |
| Fullarton - - - - Par. 4 | - - - | - - - | 3 15 0¾ | 783 13 4 |
| Galston - - - - Par. 5 | - - - | - - - | 18 1 10½ | 771 13 4 |
| Gateside (Beith) - - - Par. 7 | - - - | - - - | 3 15 0½ | 150 15 0 |
| Girvan - - - - F.C. 4 | - - - | - - - | - - - | 302 0 0 |
| Girvan - - - - Par. 5 | - - - | - - - | - - - | 595 6 8 |
| Girvan, Charity School - - 5 | 195 0 0 | 1860 | - - - | 10 0 0 |
| Glengarnock, Iron Works - - 5 | - - - | - - - | 9 13 4 | 122 15 0 |
| Hurlford and Portland Iron Works Estab. Ch. 7 | 497 3 6 | 1857 | 10 6 3 | 382 13 4 |
| Irvine Public and Industrial Sch. | 310 0 0 | 1861 | | |
| Kilbirnie - - - - F.C. 5 | 203 0 0 | 1849 | - - - | 263 5 10 |
| Kilbride, West - - - Par. 5 | - - - | - - - | 2 9 9¾ | 135 13 4 |
| Kilbride, West - - - F.C. 5 | - - - | - - - | 2 4 8¼ | 327 0 0 |
| Kilbride, West, Female Industrial Undl. 5 | 213 6 0 | 1860 | 4 3 4 | 157 10 0 |
| Kilgrammie - - - - Undl. | - - - | - - - | 2 1 3 | |
| Kilkerran (Hill Side) School - - 5 | - - - | - - - | - - - | 55 0 0 |
| Kilmarnock Academy - - - 5 | - - - | - - - | 11 6 2¼ | 714 8 4 |
| Kilmarnock, Female Industrial - Par. 6 | - - - | - - - | 5 0 0 | 77 16 8 |
| Kilmarnock, Industrial, High - F.C. 5 | - - - | - - - | 12 1 4 | 502 13 4 |
| Kilmarnock - - - - Epis. 12 | - - - | - - - | - - - | 18 19 2 |
| Kilmarnock, Reformatory Industrial School - - - - - | - - - | - - - | - - - | 186 3 0 |
| Kilmarnock, Town Head District F.C. 5 | 140 13 4 | 1853 | 28 6 10½ | 1,017 5 0 |
| " " " " | - - - | - - - | *a*12 4 0 | |
| Kilmaurs - - - - Par. 5 | - - - | - - - | - - - | 148 15 10 |
| Kilmaurs, Female - - Burgh. 5 | - - - | - - - | - - - | 142 18 4 |
| Kilwinning - - - - Par. 4 | - - - | - - - | 22 18 4¼ | 752 17 6 |
| " - - - - " | - - - | - - - | *a*11 15 0 | |
| Kingsford, Subscription School - 5 | - - - | - - - | - - - | 25 0 0 |
| Kirkoswald - - - - Par. | - - - | - - - | 4 2 10 | |
| Largs - - - - - Par. 7 | - - - | - - - | 4 12 0 | 115 0 10 |
| Largs, Brisbane Endowed Undl. 4 | - - - | - - - | 4 16 0¾ | 937 12 8 |
| Largs Old Free Church Indust., Congregational (Bath Street) - - 4 | 225 15 0 | 1859 | 5 4 2 | 600 17 6 |
| Largs, New (Lade Street) - - F.C. | 403 13 4 | 1859 | | |
| Largs, Female Industrial - - F.C. 4 | - - - | - - - | - - - | 174 10 0 |
| Largs, Female Sch. of Industry Est. Ch. 4 | 103 2 6 | 1852 | 6 8 3 | 431 18 4 |
| Lendal, Colmonel - - Estab. Ch. 7 | 120 0 0 | 1859 | 2 12 6½ | 51 13 4 |
| Loudoun - - - - Par. | - - - | - - - | 4 8 0 | |
| Lugar Iron Works - - Estab. Ch. 7 | 577 0 0 | 1859 | 12 18 4 | 77 11 8 |
| Maybole, West Church - - Par. 7 | - - - | - - - | 6 3 4 | 144 0 0 |
| Monkton - - - - F.C. 4 | - - - | - - - | 3 15 0 | 197 10 0 |
| Muirkirk Ironworks School - - 5 | - - - | - - - | 27 10 0½ | 332 8 4 |
| " " " " | - - - | - - - | *a*12 13 4 | |
| Muirkirk - - - - Par. 5 | - - - | - - - | - - - | 163 10 0 |
| Newmilns - - - - F.C. 5 | 201 0 0 | 1855 | 12 15 0½ | 410 1 8 |
| " - - - - " | 51 0 0 | 1861 | | |
| Newton-on-Ayr - - - Par. 2 | - - - | - - - | 12 10 3¾ | 970 2 6 |
| Newton-on-Ayr - - - F.C. 4 | 180 0 0 | 1849 | 13 17 7½ | 878 15 10 |
| Newton-on-Ayr, Missionary - F.C. | - - - | - - - | 3 17 8 | |
| Ochiltree - - - - F.C. 4 | 100 0 0 | 1849 | 4 8 2¾ | 505 2 6 |
| " - - - - " | - - - | - - - | *a*7 13 4 | |
| Perceton - - - - F.C. 4 | - - - | - - - | 1 14 2½ | 261 5 0 |
| Pinwherry - - - - G.A. 5 | 100 13 8 | 1857 | 1 3 4 | 106 5 0 |
| Prestwich, Burgh School - - 2 | - - - | - - - | - - - | 142 15 9 |
| Saltcoats - - - - F.C. 5 | 363 4 0 | 1858 | - - - | 151 13 4 |
| Saltcoats, Ryles' Hill - - Par. | *150 0 0 | 1840 | | |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|---|
| | | Amount. | Date of Payment. | | |
| **Ayrshire—*cont.*** | | £ s. d. | | £ s. d. | £ s. d. |
| Sorn | Par. 5 | - - - | - - - | 13 6 8½ | 506 6 8 |
| " | " | - - - | - - - | a10 0 0 | |
| Stewarton | F.C. 4 | 158 0 0 | 1849 | 2 4 0½ | 426 16 8 |
| Symington | F.C. 4 | - - - | - - - | - - - | 49 7 6 |
| Tarbolton, Female Subscription | 5 | - - - | - - - | 7 1 9 | 264 3 4 |
| Tarbolton, Subscription | 7 | - - - | - - - | - - - | 54 0 0 |
| Tarbolton | Par. 7 | - - - | - - - | - - - | 133 5 0 |
| Troon | G.A. | 167 10 0 | 1841 | | |
| Troon Academy | 4 | - - - | - - - | - - - | 101 11 8 |
| Troon | F.C. 5 | - - - | - - - | - - - | 256 5 0 |
| Whitletts, Feuars' | Estab. Ch. 8 | 71 0 0 | 1860 | 1 6 8 | 100 7 6 |
| **Banffshire.** | | | | | |
| Aberchirder | G.A. 8 | 321 0 0 | 1861 | - - - | 723 18 4 |
| Arradoul Female Industrial | F.C. 11 | 171 0 0 | 1859 | 2 19 10 | 63 3 4 |
| Banff, Educational Institution | Undl. 11 | *100 0 0 | 1836 | - - - | 311 0 0 |
| Bellie | Par. 11 | - - - | - - - | 2 18 4 | 265 6 8 |
| Boharm, Second | Par. | 214 0 0 | 1858 | | |
| Buckie | United Pres. 11 | - - - | - - - | - - - | 5 0 0 |
| Buckie | Epis. 9 | - - - | - - - | - - - | 37 18 4 |
| Buckie | F.C. 10 | - - - | - - - | 6 14 1½ | 598 5 0 |
| Chapeltown, Boys | R.C. | - - - | - - - | 2 12 11½ | |
| Chapeltown, Girls | R.C. | - - - | - - - | 2 3 4½ | |
| Cullen | F.C. 10 | - - - | - - - | 4 14 7 | 230 16 8 |
| Cullen-Seatown | G.A. 11 | 31 17 3½ | 1850 | - - - | 267 7 6 |
| Deskford | F.C. 9 | - - - | - - - | 1 0 0½ | 185 13 4 |
| Edingwright | G.A. 11 | - - - | - - - | - - - | 12 10 0 |
| Enzie, Christian Society's School | G.A. 11 | - - - | - - - | 2 11 1½ | 135 8 4 |
| Fordyce | F.C. 10 | 69 0 0 | 1850 | 2 18 4½ | 82 15 0 |
| Fordyce, Industrial | G.A. 8 | - - - | - - - | - - - | 8 6 8 |
| Forglen, Female School | 11 | - - - | - - - | - - - | 18 6 8 |
| Glenrinnes | G.A. 4 | - - - | - - - | - - - | 285 13 4 |
| Grange | Par. 11 | - - - | - - - | 3 2 6½ | 127 0 0 |
| Inverkeithney, Downies | F.C. 10 | - - - | - - - | 5 5 10½ | 245 3 4 |
| Keith | F.C. 10 | - - - | - - - | - - - | 366 5 0 |
| Keith | Par. 11 | - - - | - - - | - - - | 30 0 0 |
| Linhead, Female School | 8 | - - - | - - - | - - - | 185 13 4 |
| Longmanhill, Endowed | Estab. Ch. | - - - | - - - | 2 10 0½ | |
| Longmanhill, Lord Fife's School | 11 | - - - | - - - | - - - | 27 10 0 |
| Macduff | F.C. 10 | 353 11 0 | 1860 | 8 1 5½ | 835 5 0 |
| Macduff | Par. 11 | - - - | - - - | 2 15 8 | 243 5 0 |
| Marnock, New | F.C. 10 | - - - | - - - | 9 1 7 | 731 0 0 |
| Mortlach, Dufftown | Estab. Ch. | 297 12 0 | 1861 | | |
| New Mill, Society's | S. 11 | - - - | - - - | - - - | 74 10 0 |
| Ordiguhill | Par. 11 | - - - | - - - | - - - | 10 0 0 |
| Park, Girl's School | 11 | - - - | - - - | - - - | 48 6 8 |
| Pitgair | Par. 11 | - - - | - - - | - - - | 161 16 8 |
| Port Gordon | Estab. Ch. 8 | - - - | - - - | - - - | 132 15 0 |
| Portnochie | G.A. | - - - | - - - | 2 4 9 | |
| Portsoy | Par. 11 | 180 0 0 | 1842 | - - - | 96 13 4 |
| Portsoy, Female Industrial | Undl. | 107 0 0 | 1858 | | |
| Protston Hill | Par. 11 | - - - | - - - | - - - | 107 10 0 |
| Rathven | Par. 11 | - - - | - - - | - - - | 252 8 4 |
| Rothiemay | Par. 11 | - - - | - - - | - - - | 146 15 0 |
| Rothiemay | F.C. 10 | - - - | - - - | 6 3 4 | 433 10 0 |
| Tomintoul, Parliamentary | 8 | - - - | - - - | - - - | 217 15 0 |
| Tomnavoulen-in-Glenlivat | G.A. 4 | - - - | - - - | - - - | 187 0 0 |
| **Berwickshire.** | | | | | |
| Abbey, St. Bathan's | Par. 12 | - - - | - - - | - - - | 43 15 0 |
| Allanton, Subscription | G.A. 10 | - - - | - - - | - - - | 15 0 0 |
| Ayton | Par. 12 | - - - | - - - | - - - | 178 0 0 |
| Ayton, Female Sewing School | 12 | - - - | - - - | - - - | 165 11 8 |
| Berwick, Girls, Industrial School | | - - - | - - - | 2 3 6½ | |
| Birgham, District | G.A. 11 | - - - | - - - | - - - | 34 7 6 |
| Boston | F.C. 2 | - - - | - - - | 6 7 1½ | 762 19 2 |
| Burnmouth | Estab. Ch. 12 | 188 0 0 | 1859 | - - - | 52 0 0 |
| Cranshaws | Par. 12 | - - - | - - - | - - - | 70 7 6 |

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| | £ s. d. | | £ s. d. | £ s. d. |
| BERWICKSHIRE—*cont.* | | | | |
| Dunse - - - - Par. 12 | - - - | - - - | 1 15 0½ | 685 5 0 |
| Earlstown - - - - F.C. 1 | - - - | - - - | 5 13 0½ | 575 7 6 |
| Eyemouth - - - - Par. 12 | - - - | - - - | 2 15 9½ | 896 7 6 |
| Eyemouth - - - - F.C. 2 | 160 0 0 | 1848 | 1 15 7½ | 459 14 2 |
| Greenlaw - - - - F.C. 2 | 74 0 0 | 1847 | 12 19 6½ | 781 6 2 |
| ,, - - - - ,, | 2 10 0 | 1848 | | |
| ,, - - - - ,, | 42 0 0 | 1852 | | |
| ,, - - - - ,, | 80 0 0 | 1858 | | |
| ,, - - - - ,, | 47 0 0 | 1860 | | |
| Lauder - - - - Par. 12 | - - - | - - - | 2 9 9½ | 738 8 4 |
| Leitholm - - - - F.C. 2 | - - - | - - - | - - - | 53 10 0 |
| Milne Graden - - - Par. 12 | - - - | - - - | 2 10 0½ | 110 18 4 |
| Ninewells (Chirnside) - Estab. Ch. 12 | - - - | - - - | 4 0 6 | 209 15 0 |
| Paxton, Girls and Infants - Estab. Ch. 12 | - - - | - - - | - - - | 44 13 11 |
| Paxton Village - - - G.A. 11 | - - - | - - - | 4 14 2½ | 79 11 8 |
| Renton (late Houndwood House) - - - Estab. Ch. 12 | 50 0 0 | 1843 | 3 5 5½ | 146 7 6 |
| Reston Parish School - - - 12 | 63 0 0 | 1859 | - - - | 188 15 0 |
| Swinton - - - - F.C. 2 | - - - | - - - | 3 4 11½ | 575 8 4 |
| BUTESHIRE. | | | | |
| Bute, Ragged and Industrial Undl. 7 | - - - | - - - | 2 1 8 | 142 18 7 |
| Brodick, Endowed School - - 8 | - - - | - - - | - - - | 106 15 0 |
| Cambrae, Isle of - - - F.C. 4 | - - - | - - - | - - - | 217 10 0 |
| Corrie (Arran) Endowed - - G.A. 8 | - - - | - - - | - - - | 161 9 2 |
| Kamesburgh, Congregational (Arran) - - - - F.C. | - - - | - - - | 2 5 10½ | |
| Kingarth - - - - F.C. 4 | - - - | - - - | 1 13 4½ | 21 15 0 |
| Port Bannatyne - - - F.C. 4 | - - - | - - - | - - - | 24 5 0 |
| Rothesay - - - - G.A. | 118 0 0 | 1842 | | |
| Rothesay, East and West - - F.C. 4 | - - - | - - - | 2 4 8½ | 236 0 0 |
| Sliddery - - - - G.A. 7 | - - - | - - - | - - - | 5 0 0 |
| Whitingbay, Female - - - 7 | - - - | - - - | - - - | 6 0 0 |
| CAITHNESSSHIRE. | | | | |
| Achow - - - - - F.C. | - - - | - - - | 4 18 6½ | |
| Barrock - - - - Estab. Ch. 7 | - - - | - - - | - - - | 55 10 0 |
| Berriedale - - - - G.A. 8 | - - - | - - - | - - - | 107 5 0 |
| Bruan - - - - - F.C. | - - - | - - - | 2 3 4½ | |
| Canisbay - - - - Par. | - - - | - - - | 1 11 11 | |
| Canisbay, Free School - - - | - - - | - - - | - - - | 8 6 8 |
| Dunn, British School - - - 8 | - - - | - - - | 2 5 10½ | 85 8 4 |
| Dunnet - - - - Par. | - - - | - - - | 1 13 4½ | |
| Forss - - - - G.A. 7 | - - - | - - - | - - - | 37 10 0 |
| Freswick - - - - G.A. 7 | - - - | - - - | 5 1 0½ | 193 5 0 |
| Halkirk - - - - Par. 7 | - - - | - - - | 1 4 2 | 57 10 0 |
| Halkirk, Congregational - - F.C. 6 | - - - | - - - | 1 16 0½ | 68 6 8 |
| John o'Groats - - - G.A. 7 | - - - | - - - | 3 15 8½ | 313 11 8 |
| Keiss, Parliamentary School - - 7 | - - - | - - - | 1 17 6½ | 53 15 0 |
| Keiss, Congregational - - F.C. | - - - | - - - | 1 10 2 | |
| Latheron - - - - Par. 7 | - - - | - - - | - - - | 12 10 0 |
| Lybster - - - - F.C. 5 | 83 0 0 | 1853 | 8 11 8½ | 340 4 2 |
| Mey Society's - - Estab. Ch. | - - - | - - - | 1 8 9 | |
| Newlands - - - - F.C. | - - - | - - - | 4 10 1½ | |
| Olrig, Female - - - Undl. 6 | - - - | - - - | - - - | 198 11 8 |
| Olrig, Congregational - - F.C. 6 | - - - | - - - | 3 1 3½ | 23 15 0 |
| Pulteneytown - - - F.C. 6 | 112 0 0 | 1850 | - - - | 599 15 10 |
| Pulteneytown Academy - Undl. 7 | *400 0 0 | 1839 | 6 13 4 | 393 5 10 |
| Staxigoe Society's - - Undl. 7 | - - - | - - - | - - - | 7 10 0 |
| Stroma Society's - - Estab. Ch. 7 | - - - | - - - | 1 14 8 | 15 0 0 |
| Thrumster - - - - Par. 9 | - - - | - - - | 1 17 2½ | 181 0 0 |
| Thurso, Benevolent Female Undl. 6 | - - - | - - - | 1 15 3½ | 226 0 0 |
| Thurso - - - - F.C. 6 | - - - | - - - | 8 15 2½ | 527 13 4 |
| Toftinghall - - - - G.A. 9 | - - - | - - - | - - - | 111 5 0 |
| Ulbster Society's School - - 7 | - - - | - - - | - - - | 22 10 0 |
| Watten - - - - F.C. 6 | 262 0 0 | 1861 | 1 14 8½ | 249 18 4 |
| Wick - - - - F.C. 6 | - - - | - - - | 4 0 3 | 849 16 8 |

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| **CLACKMANNANSHIRE.** | £ s. d. | | £ s. d. | £ s. d. |
| Alloa Juvenile and Infants School 5 | 401 0 0 | 1848 | 3 18 4 | 60 10 0 |
| Alloa - - - - - Epis. 3 | - - - | - - - | 5 2 9¾ | 350 10 10 |
| Alloa Ragged and Industrial Undl. 4 | - - - | - - - | 1 13 4¾ | 61 7 6 |
| Clackmannan, Zetland Colliery, Church of Scotland - - - 6 | 140 0 0 | 1861 | - - - | 8 15 0 |
| Clackmannan, Female - Undl. 6 | - - - | - - - | - - - | 5 16 8 |
| Forestmill, Subscription - Undl. 8 | - - - | - - - | 1 2 5¼ | 82 10 0 |
| Kennet Village - - - Par. 6 | - - - | - - - | 1 9 2 | 102 0 0 |
| Menstry, Subscription - Undl. 6 | - - - | - - - | 1 7 11 | 143 6 8 |
| Sauchie Village School - - - | - - - | - - - | 2 10 0 | |
| Tillicoultry - - - - Par. 6 | - - - | - - - | 12 17 2½ | 301 9 2 |
| Tullibody, Subscription - Undl. 6 | - - - | - - - | - - - | 643 4 2 |
| **DUMBARTONSHIRE.** | | | | |
| Alexandria, Male and Female - Par. 6 | 250 0 0 | 1853 | 13 7 10½ | 715 0 0 |
| Alexandria - - - - F.C. 4 | 120 0 0 | 1852 | 2 0 0½ | 466 5 0 |
| Arrochar - - - - Par. 5 | - - - | - - - | - - - | 110 0 0 |
| Bonhill - - - - Par. 6 | - - - | - - - | 11 11 9½ | 532 15 0 |
| Bonhill (Mrs. Ewing's) Female Industrial - - - - Undl. 6 | - - - | - - - | - - - | 89 5 0 |
| Cardross - - - - - Par. 6 | - - - | - - - | 3 2 11½ | 252 16 8 |
| Cumbernauld - - - - Par. 6 | - - - | - - - | 11 2 11 | 40 0 0 |
| Cumbernauld, Female - - Par. 6 | - - - | - - - | - - - | 22 10 0 |
| Dalmonach (privately Endowed) - G.A. 6 | - - - | - - - | 16 5 10½ | 838 6 8 |
| Dalmuir, Subscription - - G.A. 6 | - - - | - - - | - - - | 205 15 0 |
| Dumbarton, St. Luke's - Epis. 12 | - - - | - - - | 3 6 8 | 143 10 0 |
| Dumbarton - - - - F.C. 6 | 112 0 0 | 1850 | 5 9 0½ | 505 3 4 |
| Dumbarton, Burgh Academy - - 12 | - - - | - - - | - - - | 404 0 0 |
| Dumbarton - - - - R.C. | - - - | - - - | 2 13 5 | |
| Duntocher - - - - - F.C. | - - - | - - - | 4 5 0 | |
| Faifley - - - - - Undl. 6 | - - - | - - - | 2 11 3½ | 364 15 0 |
| Gairlochhead, Public - Undl. 6 | - - - | - - - | 3 15 0 | 240 15 0 |
| Helensburgh - - - F.C. | 240 0 0 | 1842 | 3 12 6½ | |
| Helensburgh, Grant Street Mission - 6 | - - - | - - - | 1 13 4 | 83 10 0 |
| Helensburgh, Quoad Sacra - Estab. Ch. 6 | - - - | - - - | *a*12 19 4 | 392 3 4 |
| Helensburgh, Ragged and Industrial - - - - Undl. 6 | - - - | - - - | 7 0 8 | 86 5 0 |
| Helensburgh, Trinity - - Epis. 12 | - - - | - - - | 1 10 0 | 298 16 8 |
| Jameston - - - - - F.C. 6 | - - - | - - - | 10 10 1⅔ | 408 11 10 |
| Kilcreggan - - - - - F.C. 6 | 423 0 0 | 1859 | 1 5 10½ | 41 5 0 |
| Kilpatrick, Old - - - Par. 4 | - - - | - - - | 3 15 0 | 105 10 0 |
| Kilpatrick, Old - - - F.C. 4 | - - - | - - - | 2 1 8½ | 88 0 0 |
| Kirkintilloch (The Oswald and Kirk Session) - - - - G.A. 6 | 650 0 0 | 1855 | 1 11 5 | 495 0 0 |
| " " " - - - | - - - | - - - | *a*6 13 4 | |
| Kirkintilloch, Kerr Street - Undl. 4 | - - - | - - - | 3 10 0½ | 321 19 2 |
| " " " - - - | - - - | - - - | *a*6 13 4 | |
| Knockderry, Mixed - - - Sch. 7 | - - - | - - - | - - - | 22 10 0 |
| Luss - - - - - - Par. 7 | - - - | - - - | - - - | 92 10 0 |
| Muirhead, South - - - Sch. 6 | - - - | - - - | - - - | 16 13 4 |
| Muirland Side - - - G.A. 6 | - - - | - - - | - - - | 17 10 0 |
| Renton, Female - - - G.A. 6 | - - - | - - - | 2 0 3½ | 274 6 8 |
| Renton, Infant and Fem. Indust. F.C. 6 | - - - | - - - | - - - | 72 16 8 |
| Renton, Public, Free - Undl. 6 | - - - | - - - | 13 14 8½ | 639 17 6 |
| Shandon - - - - - F.C. 4 | - - - | - - - | 6 15 0½ | 369 18 4 |
| Waterside - - - - Undl. | 87 5 0 | 1840 | 2 0 0½ | |
| **DUMFRIESSHIRE.** | | | | |
| Annan - - - - - - Par. | - - - | - - - | 5 5 2½ | 243 0 0 |
| Annan, Infant Female Industrial Undl. | - - - | - - - | 2 4 4 | |
| Brydekirk Infant and Industrial, Church of Scotland - - 11 | 88 18 0 | 1860 | - - - | 389 16 8 |
| Brydekirk, Quoad Sacra - Par. 11 | 45 0 0 | 1842 | 3 6 8½ | 128 5 0 |
| " - - - - | 100 0 0 | 1860 | | |
| Carlaverock - - - - Par. 12 | - - - | - - - | 22 0 11 | 670 8 4 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| DUMFRIESSHIRE—*cont.* | | | | |
| Cummertrees - - - Par. 11 | - - - | - - - | 2 6 8 | 77 10 0 |
| Dumfries, Infants' School - - - | 96 0 0 | 1840 | | |
| Dumfries - - - - Epis. 4 | - - - | - - - | 2 13 11 | 92 10 0 |
| Dumfries, Indust. Reformatory - 12 | - - - | - - - | 3 5 0 | 710 7 10 |
| Dumfries, Ladies' Benevolent Society's - - Estab. Ch. 11 | 27 11 8 | 1859 | 6 1 10 | 202 10 0 |
| Dumfries, St. Andrew's - - R.C. 5 | - - - | - - - | 7 19 8½ | 369 10 0 |
| Ecclesfechan - - - - F.C. | - - - | - - - | 0 19 11½ | |
| Ecclesfechan, Infant & Industrial F.C. 12 | *50 0 0 | 1842 | 1 9 1½ | 145 15 0 |
| Gasstown - - - - - Par. | 45 0 0 | 1840 | 1 9 11¾ | |
| Glencairn - - - - - F.C. 10 | - - - | - - - | 7 4 6¼ | 650 15 10 |
| Goodhope - - - - Estab. Ch. 11 | - - - | - - - | - - - | 233 10 0 |
| Hightae - - - - - F.C. 10 | 11 0 0 | 1855 | 5 5 0½ | 97 10 0 |
| Hoddam - - - - - Par. 11 | - - - | - - - | - - - | 52 15 0 |
| Holywood - - - - - Par. 11 | - - - | - - - | 2 5 10 | 27 15 0 |
| Kirkmahoe - - - - - F.C. 10 | - - - | - - - | 6 0 7¾ | 257 0 0 |
| Kirkpatrick Fleming - - F.C. | - - - | - - - | - - - | 37 10 0 |
| Langholm - - - - F.C. 10 | 117 0 0 | 1851 | 6 13 6 | 315 10 0 |
| „ - - - - - „ | 90 0 0 | 1855 | | |
| Langholm - - - - - Par. 11 | - - - | - - - | 6 13 4 | 11 5 0 |
| Langholm, Infant - - Estab. Ch. 12 | - - - | - - - | 1 15 5½ | 12 1 8 |
| Locharbriggs - - - - G.A. | 50 0 0 | 1840 | 1 10 0 | |
| Lochmaben - - - - Par. 11 | 208 9 0 | 1861 | 4 14 5½ | 175 13 4 |
| Lochmaben - - - - F.C. 10 | 15 0 0 | 1857 | 5 13 2½ | 199 18 4 |
| Lockerbie - - - - F.C. 10 | 320 0 0 | 1859 | 7 3 4¾ | 257 7 6 |
| Newton, Girls' School - - - 11 | - - - | - - - | - - - | 22 3 4 |
| Ruthwell - - - - F.C. 10 | - - - | - - - | 2 16 11 | 45 5 0 |
| Sibbaldie - - - - Par. 11 | - - - | - - - | - - - | 43 15 0 |
| Tinwald, Annisfield - - - Par. 11 | 54 0 6 | 1859 | - - - | 107 3 4 |
| Trohoughton - - - G.A. | 30 0 0 | 1840 | | |
| EDINBURGHSHIRE. | | | | |
| Balerno, Subscription - Undl. 4 | 100 0 0 | 1842 | - - - | 196 10 0 |
| „ „ - - - „ | 5 7 6 | 1858 | | |
| „ „ - - - „ | 103 9 0 | 1861 | | |
| Barnton, late Lauriston, Female Industrial - - - - - 4 | - - - | - - - | - - - | 338 13 4 |
| Calder, East, Subscription - Undl. 4 | - - - | - - - | 2 4 0¾ | 65 0 0 |
| Calder, West - - - - Par. 4 | - - - | - - - | 8 17 6¼ | 371 2 6 |
| Carrington - - - - Par. 1 | - - - | - - - | - - - | 43 15 0 |
| Cockpen - - - - - F.C. 2 | 168 0 0 | 1850 | 5 13 3¾ | 533 3 4 |
| Colinton and Currie - - F.C. 1 | 117 0 0 | 1849 | - - - | 287 5 0 |
| Coltbridge (Lord Mackenzie's) Undl. 2 | 103 10 0 | 1852 | 3 10 2½ | 344 2 6 |
| Cousland, District - - Undl. 1 | 150 0 0 | 1842 | 6 16 8 | 298 0 0 |
| Cramond - - - - - Par. 4 | - - - | - - - | 2 5 7 | 300 15 0 |
| Cramond - - - - - F.C. 2 | - - - | - - - | 2 4 0 | 212 16 8 |
| Cramond, Davidson's Mains - F.C. | 124 0 0 | 1847 | | |
| Cramond, Davidson's Mains - G.A. 4 | - - - | - - - | - - - | 373 5 10 |
| Crichton - - - - - Par. | - - - | - - - | 9 3 2½ | |
| Dalkeith Academy - - Free Ch. 2 | 248 0 0 | 1848 | 3 13 3½ | 1,047 10 10 |
| Dalkeith, Buccleuch - Estab. Ch. 4 | - - - | - - - | - - - | 90 0 0 |
| Dalkeith - - - - Sess. 1 | - - - | - - - | - - - | 19 10 0 |
| Dalkeith, Poor School - - Sess. 1 | - - - | - - - | - - - | 20 5 0 |
| Dalkeith, St. Mary's - - Epis. 3 | - - - | - - - | - - - | 170 13 4 |
| Dalmahoy, St. Mary's - - Epis. 3 | - - - | - - - | 1 18 0 | 157 0 0 |
| Edinburgh, Advocates' Close, High F.C. 2 | - - - | - - - | 2 16 8½ | 157 16 8 |
| Edinburgh, Buccleuch - - Sess. 1 | *750 0 0 | 1839 | - - - | 37 12 6 |
| Edinburgh, Canongate, Burgh Estab. Ch. 4 | 250 0 0 | 1854 | 14 17 6 | 1,018 1 8 |
| Edinburgh, Canongate - - Sess. 4 | *350 0 0 | 1836 | 6 16 8 | 800 6 8 |
| Edinburgh, Canongate Christian Society's, Male School - - 4 | - - - | - - - | 1 8 6 | 341 1 8 |
| Edinburgh, Canongate Christian Society's Female School - - 4 | - - - | - - - | 1 3 6 | 581 0 0 |
| Edinburgh, Canonmills, St. Mary's - - - - F.C. 2 | 141 15 0 | 1850 | 16 0 5¾ | 495 18 4 |
| „ „ - - - „ | 8 10 0 | 1854 | | |
| Edinburgh, Canonmills, St. Mary's Sess. | - - - | - - - | 8 15 0½ | |

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|---|---|---|---|---|---|---|---|---|---|---|
| | Amount. | | | Date of Payment. | | | | | | |
| EDINBURGHSHIRE—*cont.* | £ | s. | d. | | £ | s. | d. | £ | s. | d. |
| Edinburgh, Chalmers', Westport, Territorial - - - F.C. 2 | - | - | - | - | 19 | 3 | 4½ | 1,118 | 1 | 8 |
| Edinburgh, Dean-Chalmers' - F.C. 2 | - | - | - | - | 3 | 7 | 9½ | 363 | 6 | 3 |
| Edinburgh, Dr. Thomson's - F.C. 2 | - | - | - | - | - | - | - | 3,281 | 8 | 4 |
| Edinburgh, Fountainbridge Missionary - - - Undl. 2 | 145 | 0 | 0 | 1850 | - | - | - | 1,050 | 4 | 2 |
| Edinburgh, New North - - F.C. 2 | - | - | - | - | 8 | 15 | 7½ | 317 | 4 | 2 |
| Edinburgh, General Assembly of the Established Church of Scotland - - - - - | - | - | - | - | 8 | 11 | 10¾ | | | |
| Edinburgh, Greenside (Dr. Bell's) Undl. 4 | 148 | 0 | 0 | 1848 | 17 | 3 | 11½ | 571 | 5 | 0 |
| Edinburgh, High Church - Sess. 4 | - | - | - | - | - | - | - | 7 | 10 | 0 |
| Edinburgh, Holyrood - - F.C. 2 | - | - | - | - | 11 | 3 | 1 | 1,235 | 5 | 10 |
| Edinburgh, Holy Trinity - Epis. | - | - | - | - | 5 | 3 | 8¼ | | | |
| Edinburgh, John Street, Indust. Undl. 2 | - | - | - | - | - | - | - | 153 | 1 | 8 |
| Edinburgh, Model - - - G.A. 4 | - | - | - | - | 18 | 11 | 3½ | 3,042 | 14 | 2 |
| Edinburgh, Model - - - F.C. 1 | 303 | 0 | 0 | 1858 | 20 | 16 | 8 | 5,174 | 8 | 4 |
| Edinburgh, New Grey Friars - Sess. | 254 | 0 | 0 | 1848 | | | | | | |
| Edinburgh, Niddry Street (Dr. Bell's) - - - Undl. 4 | - | - | - | - | 25 | 3 | 3 | 1,501 | 12 | 6 |
| Edinburgh, Northern District - F.C. 2 | 605 | 0 | 0 | 1848 | 7 | 6 | 10 | 2,079 | 12 | 6 |
| Edinburgh, Old Grey Friars - G.A. | *845 | 0 | 0 | 1839 | | | | | | |
| Edinburgh, Original Ragged, Ramsay Lane - - - - Undl. | - | - | - | - | 3 | 10 | 4 | 3,017 | 11 | 2 |
| Edinburgh, Marionville, Original Ragged school - - - - 4 | - | - | - | - | 1 | 17 | 6 | 181 | 3 | 3 |
| Edinburgh, Pilrig - - - F.C. 2 | 120 | 0 | 0 | 1846 | 12 | 16 | 0¼ | 777 | 6 | 8 |
| " " - - - " | 106 | 0 | 0 | 1857 | | | | | | |
| Edinburgh, Pleasance Territorial F.C. 2 | 131 | 0 | 0 | 1854 | 14 | 16 | 11½ | 607 | 8 | 4 |
| " " " " | 150 | 0 | 0 | 1858 | | | | | | |
| Edinburgh (Roxburgh Street) - F.C. | - | - | - | - | - | - | - | 33 | 0 | 0 |
| Edinburgh, St. Andrew's Hall, Model - - - - Epis. 3 | - | - | - | - | 10 | 4 | 2½ | 957 | 4 | 8 |
| Edinburgh, St. Andrew's - R.C. 2 | - | - | - | - | 12 | 16 | 3 | 1,535 | 1 | 8 |
| Edinburgh, St. Bernard's - Sess. 1 | 23 | 6 | 8 | 1857 | 5 | 5 | 0 | 269 | 0 | 0 |
| Edinburgh, St. Columba, Old Town Epis. 3 | 280 | 0 | 0 | 1848 | 3 | 15 | 8½ | 288 | 11 | 8 |
| Edinburgh, St. George's - - Epis. 3 | - | - | - | - | - | - | - | 169 | 0 | 0 |
| Edinburgh, St. George's Local - G.A. 4 | - | - | - | - | *a*6 | 13 | 4 | 897 | 5 | 0 |
| Edinburgh, St. Ignatius - - R.C. 2 | - | - | - | - | - | - | - | 6 | 10 | 0 |
| Edinburgh, St. John's - - Epis. 3 | - | - | - | - | 12 | 15 | 11 | 948 | 19 | 2 |
| Edinburgh, St. Mary's - - Sess. 4 | - | - | - | - | - | - | - | 919 | 14 | 2 |
| Edinburgh, St. Mary's, Female Industrial - - - Epis. 3 | - | - | - | - | - | - | - | 8 | 1 | 8 |
| Edinburgh, St. Mary's and St. Catherine's (Lothian Street) Girls and Infants R.C. 2 | 1,200 | 0 | 0 | 1860 | 23 | 0 | 11½ | 2,536 | 6 | 5 |
| Edinburgh, St. Mary's (Horse Wynd), Infant - - - R.C. 2 | - | - | - | - | - | - | - | 334 | 16 | 8 |
| Edinburgh, St. Patrick's (Market Street - - - - R.C. 2 | - | - | - | - | 10 | 14 | 9¾ | 992 | 0 | 0 |
| Edinburgh, St. Paul's District - F.C. 2 | 300 | 0 | 0 | 1852 | 14 | 8 | 9¼ | 1,297 | 6 | 8 |
| Edinburgh, St. Paul's (Carrubber's Close) - - - - Epis. 3 | - | - | - | - | 3 | 9 | 4 | 714 | 3 | 4 |
| Edinburgh, St. Stephen's - G.A. | *800 | 0 | 0 | 1836 | | | | | | |
| Edinburgh, Thistle Street (Maclean's) Estab. Ch. 3 | - | - | - | - | 15 | 5 | 6¼ | 383 | 8 | 4 |
| Edinburgh, Tolbooth - - Sess. 10 | *600 | 0 | 0 | 1838 | - | - | - | 16 | 10 | 0 |
| Edinburgh, Tolbooth, Congregational F.C. 2 | - | - | - | - | 12 | 17 | 1¾ | 501 | 3 | 4 |
| Edinburgh, Trinity - - Epis. 3 | - | - | - | - | - | - | - | 460 | 1 | 8 |
| Edinburgh, Tron Church, Female Industrial School - - - | - | - | - | - | 2 | 6 | 0 | | | |
| Edinburgh, United Industrial Undl. 4 | - | - | - | - | 3 | 4 | 11½ | 1,992 | 3 | 9 |
| Edmonstone, Colliery - - G.A. 4 | - | - | - | - | 7 | 19 | 2¾ | 37 | 17 | 6 |
| Edmonstone, Female - - G.A. 4 | - | - | - | - | 5 | 9 | 2¾ | 180 | 13 | 4 |
| Fisherrow - - - - F.C. 1 | - | - | - | - | - | - | - | 871 | 13 | 4 |
| Fisherrow (Back of) Ragged - F.C. 2 | 204 | 0 | 0 | 1850 | 3 | 9 | 4 | 363 | 0 | 10 |
| Fisherrow, English - - Undl. 1 | - | - | - | - | - | - | - | 126 | 5 | 0 |
| Fountainbridge, West, Female Industrial School - - - - 1 | - | - | - | - | - | - | - | 157 | 1 | 8 |
| Gilmerton, Female - - Undl. 1 | - | - | - | - | - | - | - | 10 | 0 | 0 |

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|---|---|---|---|---|
| **Edinburghshire—*cont.*** | | | | |
| Glencross - - - - Par. 4 | - - - | - - - | - - - | 31 5 0 |
| Gogar, Female - - Estab.Ch. 3 | - - - | - - - | - - - | 20 0 0 |
| Juniper Green - - Undl. 4 | 80 0 0 | 1842 | 1 13 4¾ | 227 5 0 |
| Kirknewton - - - Par. 2 | - - - | - - - | 3 11 5 | 68 15 0 |
| Lasswade (Whitehill Colliery) Estab.Ch. 4 | - - - | - - - | - - - | 491 14 2 |
| Leith, Hay's Mechanics' - - - 4 | - - - | - - - | - - - | 40 0 0 |
| Leith - - - - R.C. | - - - | - - - | 5 0 0 | 359 18 4 |
| Leith (Mariners') - - - F.C. 2 | *490 0 0 | 1840 | - - - | 1,550 0 0 |
| Leith, St. James' - - Epis. 3 | 735 0 0 | 1857 | 12 17 2 | 913 1 8 |
| Leith, St. John's - - - F.C. 1 | *550 0 0 | 1837 | 4 9 1½ | 1,029 13 4 |
| Leith, South - - - F.C. 2 | 650 0 0 | 1858 | 6 13 0½ | 1,060 5 0 |
| Lenny Moor - - - - Undl. | 85 0 0 | 1842 | | |
| Leven Lodge, Subscription - Undl. | - - - | - - - | - - - | 45 0 0 |
| Liberton - - - - F.C. 3 | - - - | - - - | - - - | 5 0 0 |
| Loanhead, Subscription - - Undl. 4 | - - - | - - - | 3 1 4¾ | 99 5 0 |
| Meadowbank, Female Industrial Undl. 4 | - - - | - - - | - - - | 76 5 0 |
| Morningside - - - - F.C. | 108 15 0 | 1850 | 2 9 11½ | 169 6 8 |
| Morningside, Original Subscription School - - - - - 3 | - - - | - - - | 7 0 11½ | 662 7 11 |
| Musselburgh, Female - Estab. Ch. 2 | - - - | - - - | 1 0 2 | 508 8 4 |
| Nellfield, Private School - - - 4 | - - - | - - - | - - - | 199 5 0 |
| Newbattle - - - - Par. 4 | - - - | - - - | 3 15 0½ | 201 5 0 |
| Newbattle (Collieries) - - G.A. 4 | - - - | - - - | 6 10 9 | 413 15 0 |
| Newbiggin - - - - F.C. 2 | - - - | - - - | - - - | 892 18 4 |
| Newhaven - - - - G.A. | *311 0 0 | 1839 | | |
| Newhaven, Victoria - - Undl. 1 | - - - | - - - | - - - | 282 2 6 |
| Newhaven, Free Fisherman's Society Undl. 2 | - - - | - - - | - - - | 280 0 0 |
| Newington - - - - F.C. 2 | 300 0 0 | 1849 | 6 17 10 | 587 15 0 |
| Penicuick - - - - Par. 4 | 188 0 0 | 1847 | - - - | 168 10 0 |
| Penicuick - - - - F.C. 2 | 81 0 0 | 1859 | 6 1 2 | 258 11 8 |
| Portobello - - - - Epis. 3 | - - - | - - - | 1 0 0 | 176 18 4 |
| Portobello - - - - F.C. 2 | - - - | - - - | 2 17 7 | 359 15 0 |
| Portobello, Female - - - Undl. 1 | - - - | - - - | - - - | 161 2 6 |
| Ratho, Female - - Estab.Ch. 4 | - - - | - - - | - - - | 161 13 4 |
| Ratho, New Subscription - Estab.Ch. 4 | - - - | - - - | - - - | 225 10 0 |
| Ratho and Kirknewton - - F.C. | 117 0 0 | 1850 | | |
| Roslin - - - - F.C. 3 | - - - | - - - | 3 0 0½ | 52 18 4 |
| Roslin - - - - Estab.Ch. | - - - | - - - | 1 3 11½ | 46 10 0 |
| Stateford, St. Cuthbert's, Subscription - - - - Undl. 2 | *100 0 0 | 1840 | 1 15 3 | 244 13 4 |
| " " " - " | 15 0 0 | 1841 | | |
| " " " - " | 70 0 0 | 1851 | | |
| " " " - " | 16 0 0 | 1859 | | |
| Stobhill - - - - Estab. Ch. 4 | 90 0 0 | 1853 | 5 1 9 | 143 3 4 |
| " - - - " | 112 10 0 | 1858 | | |
| Stobhill, Mission - - - F.C. | - - - | - - - | 2 0 4 | |
| Temple - - - - F.C. 2 | - - - | - - - | - - - | 99 0 6 |
| Valleyfield, Infant and Industrial Undl. 2 | - - - | - - - | 3 6 0½ | 147 1 8 |
| Wilkieston - - - - F.C. 2 | - - - | - - - | 6 16 4½ | 466 16 8 |
| **Elginshire.** | | | | |
| Archiestown - - - - G.A. | 101 0 0 | 1854 | | |
| Bishopmill - - - - G.A. 12 | 289 0 0 | 1858 | - - - | 510 1 8 |
| Burghead - - - - F.C. 11 | - - - | - - - | 5 5 2 | 62 15 0 |
| Burghead - - - - G.A. 12 | - - - | - - - | - - - | 131 10 0 |
| Clackmarras District - Estab.Ch. 12 | - - - | - - - | - - - | 110 16 8 |
| Duffus - - - - Par. 12 | - - - | - - - | 1 14 2½ | 102 10 0 |
| Elchies - - - - Par. 8 | - - - | - - - | - - - | 42 15 0 |
| Elchies - - - Second Par. | - - - | - - - | 1 10 0 | |
| Elgin, The Trades' - - Undl. 12 | *120 0 0 | 1838 | - - - | 247 10 0 |
| Elgin, Anderson's Institution, Estab.Ch. 12 | - - - | - - - | - - - | 140 1 8 |
| Elgin, Infants and Industrial - Undl. 12 | *150 0 0 | 1837 | 1 8 8 | 250 11 8 |
| " " " | 79 13 0 | 1861 | | |
| Elgin, Girls' " - - Epis. 9 | 110 0 0 | 1856 | 2 8 6 | 303 3 4 |
| " " " | 56 0 0 | 1859 | | |
| Findhorn - - - - F.C. 11 | - - - | - - - | 3 2 6½ | 68 15 0 |
| Fochabers (Milnes'), Free - Undl. 12 | - - - | - - - | 25 15 1 | 969 18 4 |

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| ELGINSHIRE—*cont.* | | | | |
| Forres - - - - Epis. 9 | - - - | - - - | - - - | 15 0 0 |
| Forres (Frazer's), Female Industrial School - - Estab.Ch. 12 | 70 0 0 | 1853 | - - - | 285 3 4 |
| Garmouth - - - F.C. 11 | 80 0 0 | 1851 | 6 12 0½ | 198 10 0 |
| Garmouth, Christian Society's - Estab.Ch. 12 | - - - | - - - | 2 10 0 | 76 5 0 |
| Hopeman - - - G.A. 12 | - - - | - - - | 1 13 4½ | 181 7 6 |
| Hopeman - - - F.C. | - - - | - - - | 3 4 8½ | |
| Kinloss - - - Par. 12 | - - - | - - - | - - - | 13 15 0 |
| Llanbryd, St Andrew's - - Par. 12 | - - - | - - - | 5 4 0½ | 232 0 10 |
| " - - - " | - - - | - - - | *a*10 0 0 | |
| Logie school - " - - - " | - - - | - - - | 2 10 0½ | |
| Lossiemouth - - - G.A. 12 | 522 1 6 | 1856 | - - - | 418 1 8 |
| Lossiemouth Girls - - G.A. 12 | - - - | - - - | - - - | 137 16 8 |
| Lossiemouth - - - F.C. 10 | - - - | - - - | - - - | 22 10 0 |
| Speymouth - - - Par. | - - - | - - - | 2 11 8 | |
| Spynie, New - - - Par. 12 | - - - | - - - | 1 2 8 | 39 15 0 |
| Urquhart - - - Par. 12 | - - - | - - - | 2 0 7½ | 208 15 10 |
| Urquhart - - - F.C. 10 | - - - | - - - | 3 13 3¾ | 442 17 6 |
| FIFESHIRE. | | | | |
| Aberdour - - - - F.C. 11 | - - - | - - - | 7 15 1 | 111 0 0 |
| Aberdour - - - Par. 5 | - - - | - - - | 2 0 0 | 43 13 4 |
| Andrew's, St., Infants - Undl. 6 | 200 0 0 | 1844 | - - - | 447 1 8 |
| Andrew's, St. (Fisher's) - Undl. 6 | 360 0 0 | 1858 | 6 7 0 | 500 5 10 |
| Andrew's, St., Madras College - Undl. 6 | - - - | - - - | - - - | 1,160 5 0 |
| Anstruther, Easter - - F.C. 11 | 222 0 0 | 1859 | 11 16 8½ | 164 15 0 |
| Auchtermuchty - - - F.C. 8 | 65 0 0 | 1850 | 14 12 6 | 600 2 6 |
| " - - - " | - - - | - - - | *a*13 18 8 | |
| Auchtermuchty, Madras - G.A. 6 | 278 0 0 | 1857 | 9 16 1 | 358 14 2 |
| Auchtermuchty - - - Par. 6 | - - - | - - - | - - - | 94 18 4 |
| Balmerino - - - - Par. 6 | - - - | - - - | 2 0 0 | 15 0 0 |
| Bogie, West - - - - F.C. 6 | 38 15 0 | 1861 | - - - | 65 16 8 |
| Boreland - - - - Par. | - - - | - - - | 2 1 8 | |
| Brunton, Flisk, and Creich - F.C. | 80 0 0 | 1849 | | |
| Buckhaven, Links School - - - 6 | - - - | - - - | - - - | 49 1 8 |
| Burnside, Endowed - - G.A. | 45 10 0 | 1849 | | |
| Burnside, Subscription - - - 7 | - - - | - - - | - - - | 17 10 0 |
| Burntisland - - - Epis. 3 | - - - | - - - | 13 15 0 | 377 15 0 |
| Burntisland, Infants - - F.C. 5 | - - - | - - - | 3 14 8½ | 167 6 8 |
| Burntisland, Burgh School - - 5 | - - - | - - - | 9 9 6 | 294 16 8 |
| Cameron - - - - Par. 6 | - - - | - - - | 2 11 8½ | 108 7 6 |
| Carnbee - - - - F.C. 11 | 86 0 0 | 1858 | 2 1 8 | 137 10 0 |
| Cellardyke, Female - - G.A. 5 | *110 0 0 | 1840 | - - - | 48 0 0 |
| Ceres - - - - - Par. 6 | - - - | - - - | - - - | 868 13 4 |
| Ceres, Female Industrial School - - 5 | - - - | - - - | 3 6 8 | 60 10 0 |
| Cluny, Colliery, - - Undl. 6 | - - - | - - - | 4 3 4 | 73 0 0 |
| Colinsburgh, Subscription - - G.A. 6 | 95 0 0 | 1844 | 1 19 9 | 14 11 8 |
| Collessie - - - - F.C. | 120 0 0 | 1855 | - - - | |
| Collessie, New - - - Par. 6 | - - - | - - - | 5 11 7 | 292 8 4 |
| Crail, Town and Parochial School - 6 | - - - | - - - | 4 3 4 | 18 6 8 |
| Cupar (Madras Academy) - Undl. 6 | - - - | - - - | 49 18 2 | 1,748 9 2 |
| Dairsie - - - - Par. 6 | - - - | - - - | 1 13 4 | 22 15 0 |
| Dairsie - - - - F.C. | - - - | - - - | 3 0 8 | |
| Dalgety - - - - Par. 5 | - - - | - - - | 3 10 10 | 71 8 4 |
| Denhead, Subscription - - G.A. 6 | 67 10 0 | 1852 | 5 8 7 | 152 10 0 |
| Donibristle, Colliery - - Par. 6 | - - - | - - - | 5 5 0½ | 4 10 0 |
| Dunbog - - - - - Par. 6 | - - - | - - - | 4 1 8 | 265 16 8 |
| Dunfermline Abbey - - - F.C. 8 | 400 0 0 | 1847 | - - - | 987 14 2 |
| Dunfermline, Female Industrial - Undl. 5 | 200 0 0 | 1842 | 34 6 9½ | 513 0 0 |
| " - - - - | 445 0 0 | 1861 | | |
| Dunfermline, Golfdrum (M'Lean's) G.A. 5 | 367 0 0 | 1848 | 25 13 4¾ | 1,304 10 0 |
| Dunfermline, Wilson's Institution F.C. | - - - | - - - | 7 15 0 | |
| Dunfermline, St. Leonard's Works - Undl. 5 | - - - | - - - | 20 6 6½ | 401 15 0 |
| Dunfermline, Trinity - - Epis. 3 | - - - | - - - | - - - | 58 10 0 |
| Dunino - - - - - Par. 6 | - - - | - - - | 3 6 8 | 54 5 0 |
| Dunshelt - - - - Estab. Ch. 5 | - - - | - - - | - - - | 20 0 0 |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Fifeshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Dysart, Burgh and Parochial - - 6 | - - - | - - - | - - - | 291 11 8 |
| Dysart, Subscription School - - 6 | *330 0 0 | 1839 | - - - | 52 11 8 |
| " " " - - " | 140 0 0 | 1840 | | |
| Dysart, Industrial School - - - 5 | - - - | - - - | 3 8 10 | 72 0 0 |
| Earlsferry, Infant and Industrial F.C. 10 | 78 0 0 | 1854 | 3 6 10 | 216 13 4 |
| Earlsferry, Subscription School - - 5 | 105 0 0 | 1855 | 2 8 8 | 229 19 2 |
| " " " - - " | 7 17 8 | 1857 | | |
| Easter Fernie - - - - G.A. | 88 0 0 | 1856 | | |
| Elie - - - - Estab. Ch. 6 | - - - | - - - | - - - | 325 3 4 |
| Falkland - - - - Par. 6 | - - - | - - - | 16 17 6½ | 737 4 2 |
| Ferryport-on-Craig, Subscription F.C. 7 | 65 0 0 | 1840 | 18 12 0½ | 790 0 10 |
| " " " - - " | 10 0 0 | 1842 | | |
| " " " - - " | 49 0 0 | 1853 | | |
| Ferryport-on-Craig - - - Par. 5 | - - - | - - - | 2 8 3 | 75 10 0 |
| Flockhouse - - - Undl. 7 | - - - | - - - | 1 18 7½ | 201 11 8 |
| Forgan - - - - Par. 5 | - - - | - - - | 2 3 4 | 50 7 6 |
| Fruchie, Subscription - Undl. 6 | - - - | - - - | 6 16 2½ | 133 11 8 |
| Gallatown, Subscription - Undl. 11 | 37 10 0 | 1858 | 6 15 0½ | 153 0 0 |
| Gilston, New, Subscription - Undl. 6 | 32 10 0 | 1850 | 5 15 8½ | 46 15 0 |
| " " " - - " | 20 10 6 | 1858 | | |
| Kelty - - - - F.C. 11 | - - - | - - - | - - - | 42 10 0 |
| Kembach - - - - Par. 6 | - - - | - - - | 2 2 8 | 130 16 8 |
| Kennoway - - - - Par. 6 | - - - | - - - | 10 8 7½ | 700 1 8 |
| Kettlebridge, Subscription Undl. 5 | - - - | - - - | 2 10 0 | 90 0 0 |
| Kilconquhar - - - Par. 5 | - - - | - - - | 4 6 7½ | 587 0 10 |
| Kinghorn - - - - F.C. 8 | - - - | - - - | 1 2 4 | 133 11 8 |
| Kingsbarns - - - - Par. 6 | - - - | - - - | 9 7 1 | 144 16 8 |
| Kirkcaldy, Burgh School - - - 6 | - - - | - - - | - - - | 1,041 0 0 |
| Kirkcaldy, Industrial Ragged School - | - - - | - - - | - - - | 376 17 6 |
| Ladybank, - - Estab. Ch. 5 | 264 0 0 | 1855 | 9 0 0½ | 427 1 8 |
| Largo Durham, Fem. Charity Estab. Ch. 6 | 144 0 0 | 1859 | 3 6 8½ | 275 18 4 |
| Largoward, Subscription School - - 5 | - - - | - - - | - - - | 173 0 0 |
| Leslie - - - - Par. 5 | *430 0 0 | 1838 | 4 0 0 | 134 10 0 |
| Letham, Lady Leven's School - - - | - - - | - - - | 2 15 0½ | |
| Letham, Subscription Estab. Ch. 5 | - - - | - - - | 7 18 3½ | 589 18 4 |
| " " " - - " | - - - | - - - | *a*13 0 0 | |
| Leuchars - - - - Par. 5 | - - - | - - - | - - - | 279 13 4 |
| Leven - - - - F.C. 8 | - - - | - - - | 8 18 2½ | 320 6 8 |
| Limekilns, Village - - - - 5 | - - - | - - - | - - - | 65 3 4 |
| Lochgelly (Ironworks School) - - 6 | 274 0 0 | 1851 | 8 5 10 | 976 0 0 |
| Lundin Mill, Subscription Undl. 5 | 330 0 0 | 1859 | 13 1 6½ | 171 2 6 |
| Markinch - - - - F.C. 10 | - - - | - - - | 3 13 4 | 312 0 0 |
| Monance, St., Infant School - - 5 | 125 0 0 | 1846 | - - - | 3 6 8 |
| Monance, St., Mixed - - Par. 5 | - - - | - - - | 1 11 2 | 128 8 4 |
| Monimail - - - - F.C. | 90 0 0 | 1850 | | |
| Newburgh - - - Estab. Ch. 5 | 318 0 0 | 1858 | 6 0 0½ | 107 13 4 |
| Newburgh - - - - Par. 6 | - - - | - - - | - - - | 72 13 4 |
| Newport - - - - F.C. 7 | 182 0 0 | 1854 | 11 13 6½ | 709 0 0 |
| Pathhead and Sinclairtown Undl. 6 | 293 0 0 | 1850 | 22 10 2½ | 727 1 8 |
| " " " - - " | 10 0 0 | 1853 | | |
| " " " - - " | 35 10 0 | 1859 | | |
| Pitlessie - - - - F.C. 7 | - - - | - - - | 3 15 7½ | 431 0 0 |
| Pittenweem - - - Undl. 5 | 76 0 0 | 1844 | 6 6 7½ | 115 19 2 |
| Prinlaws - - - - Undl. 6 | - - - | - - - | 18 4 8 | 6 5 0 |
| Scoonie - - - - Par. 5 | - - - | - - - | 10 6 0½ | 475 19 2 |
| " " " - - " | - - - | - - - | *a*14 4 0 | |
| Sinclairtown, Hawklemuir, and Parkhead - - - Undl. | - - - | - - - | 3 0 0½ | |
| Springfield - - - - F.C. 7 | 219 0 0 | 1856 | 4 16 6½ | 672 15 0 |
| Star Subscription - - - Undl. | - - - | - - - | 1 16 3½ | |
| Strathkinness - - - F.C. 7 | 100 0 0 | 1860 | 6 13 9 | 318 9 2 |
| Strathmiglo, Subscription - Par. | - - - | - - - | 3 7 6 | |
| Thornton - - - - G.A. | 180 0 0 | 1841 | 7 12 5½ | |
| Torryburn - - - - Par. 8 | - - - | - - - | - - - | 397 18 4 |
| Townhill, Colliery School - - - 4 | - - - | - - - | - - - | 12 10 0 |
| Wemyss, East - - - F.C. 8 | 378 0 0 | 1859 | 8 5 10 | 565 3 4 |
| Wemyss - - - - Par. 6 | - - - | - - - | 2 19 11½ | 588 6 8 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Forfarshire.** | £ s. d. | | £ s. d. | £ s. d. |
| Aldbar (Private School) - - - 2 | - - - | - - - | 2 17 9½ | 383 11 8 |
| Arbilot - - - - Par. | - - - | - - - | 3 6 9 | |
| Arbroath, Abbey Church School - - | 240 0 0 | 1841 | | |
| Arbroath - - - - - Par. 2 | - - - | - - - | 22 11 3½ | 792 15 0 |
| " - - - - " | - - - | - - - | *a* 6 13 4 | |
| Arbroath, Free Church (Educational Institution) - - 7 | - - - | - - - | 4 11 5 | 650 13 4 |
| " " " - - | - - - | - - - | *a*10 0 0 | |
| Arbroath Local Schoolmasters' Association - - - - | - - - | - - - | 1 9 11½ | |
| Arbroath, Dale Cottage Reformatory - 2 | - - - | - - - | - - - | 414 12 3 |
| Balkello, Self Supporting Estab. Ch. 2 | - - - | - - - | - - - | 11 13 4 |
| Barry - - - - - F.C. 7 | 70 0 0 | 1854 | 2 19 0 | 260 3 4 |
| " - - - - - | - - - | - - - | *a*10 0 0 | |
| Blacklunnans - - - G.A. 7 | - - - | - - - | - - - | 68 0 0 |
| Bonnington - - - - F.C. 7 | 168 0 0 | 1856 | 4 6 8½ | 254 1 8 |
| " - - - - - | - - - | - - - | *a*10 0 0 | |
| Brechin - - - - F.C. 8 | 150 0 0 | 1850 | - - - | 823 0 10 |
| " - - - - - | 27 10 0 | 1861 | | |
| Brechin - - - - Par. 2 | - - - | - - - | - - - | 1,179 9 4 |
| Brechin, Infant School - - - | *220 0 0 | 1837 | | |
| Brechin, the Tenements' School - - 2 | 569 0 0 | 1860 | 6 5 0 | 7 16 8 |
| Brechin, St. Andrew's - Epis. 6 | - - - | - - - | 1 11 8 | 137 19 2 |
| Broughty Ferry - - - F.C. 7 | 186 0 0 | 1849 | 3 18 4½ | 559 6 8 |
| Broughty Ferry (West Ferry) - Sess. 1 | - - - | - - - | - - - | 293 5 0 |
| Burnside of Inshewan - - G.A. 7 | 90 0 0 | 1848 | 3 6 8 | |
| Carnoustie, Female - - - F.C. 7 | 250 0 0 | 1855 | 10 19 2 | |
| " " - - - " | 90 0 0 | 1857 | *a*14 0 0 | 453 10 0 |
| Carnoustie, Male - - - F.C. 7 | *120 0 0 | 1844 | 5 0 0 | |
| Carnoustie, Subscription - - - 2 | - - - | - - - | - - - | 17 10 0 |
| Charleston School - - - - 2 | - - - | - - - | - - - | 46 5 0 |
| Colliston - - - - F.C. 7 | - - - | - - - | - - - | 37 10 0 |
| Craigo Works - - Estab. Ch. 2 | - - - | - - - | 2 10 0 | 74 3 4 |
| Cupar Angus Female Industrial Epis. 3 | - - - | - - - | 6 15 3 | 253 6 8 |
| Cupar Angus - - - F.C. 7 | 42 0 0 | 1861 | 7 2 4½ | 820 7 6 |
| " - - - - " | - - - | - - - | *a*12 0 0 | |
| Cupar Angus - - - - Par. | - - - | - - - | 11 5 0 | |
| Dudhope - - - - F.C. 7 | - - - | - - - | 3 15 0½ | 592 17 6 |
| Dundee, Chalmers' Free School - - 7 | 260 0 0 | 1854 | 14 1 4½ | 654 6 8 |
| Dundee, Chapelshade - - F.C. 8 | - - - | - - - | 9 14 2 | 335 3 4 |
| Dundee (General) - - Sess. 1 | *500 0 0 | 1835 | 42 19 9½ | 3,113 3 6 |
| " " - - - " | *270 0 0 | 1836 | | |
| " - - - - " | *100 0 0 | 1838 | | |
| Dundee, Hill Town - - F.C. 8 | 400 0 0 | 1843 | 16 6 4½ | 1,184 4 2 |
| Dundee, Meadowside, Female Sess. 1 | - - - | - - - | 10 2 9½ | 1,014 0 0 |
| Dundee, Park Wynd, Infants - F.C. | *240 0 0 | 1837 | | |
| Dundee, Princes' Street Chapel - Par. 1 | - - - | - - - | 3 10 0½ | 124 11 8 |
| Dundee, Rood Yards - Epis. 6 | - - - | - - - | 1 5 3½ | 179 11 8 |
| Dundee (Rosebank) - - Sess. 1 | 100 0 0 | 1849 | 6 19 3½ | 1,831 16 2 |
| " - - - - " | 178 0 0 | 1857 | | |
| Dundee, St. Andrew's, Meadowside Sess. 1 | 450 0 0 | 1842 | 14 15 10½ | 388 15 0 |
| Dundee, St. Andrew's - - F.C. 7 | - - - | - - - | 11 6 8½ | 1,374 17 6 |
| Dundee, St. David's - - F.C. 7 | 550 0 0 | 1842 | 18 8 2½ | 1,598 10 0 |
| Dundee, St. David's - - Sess. 1 | - - - | - - - | 1 8 7 | 138 13 4 |
| Dundee, St. John's, Boys - Sess. 1 | 241 0 0 | 1856 | 10 10 4 | 510 16 8 |
| " - - - - " | 57 2 0 | 1858 | | |
| Dundee, St. John's, Boys - - F.C. 7 | - - - | - - - | - - - | 812 17 6 |
| Dundee, St. John's, Girls & Infants, Industrial - - - - F.C. 7 | *260 0 0 | 1837 | 17 19 4½ | 735 5 0 |
| Dundee, North East District, Juvenile and Infant Schools, Crescent Street - - - F.C. | 472 10 0 | 1840 | | |
| Dundee, St. Mary Magdalene's Epis. 6 | - - - | - - - | - - - | 483 8 4 |
| Dundee, St. Mary's - - R.C. 4 | - - - | - - - | 7 5 8½ | 127 10 0 |
| Dundee, St. Paul's, Boys - Epis. 6 | - - - | - - - | 5 0 0½ | 387 8 4 |
| Dundee, St. Peter's - - - F.C. 7 | 85 0 0 | 1861 | 23 10 10½ | 1,902 13 4 |
| Dundee, St. Salvador's, Girls Epis. 6 | - - - | - - - | 2 6 2 | 418 19 2 |
| Dundee, Wallace Town, Juvenile F.C. 7 | - - - | - - - | 18 5 1½ | 866 3 4 |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| FORFARSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Dundee, Wallace Town, Infant and Industrial - - - F.C. 7 | - - - | - - - | - - - | 546 10 0 |
| Dundee, Wallace Town - - Par. | - - - | - - - | 2 1 2 | |
| Dundee, Wallace Town - Sess. 1 | - - - | - - - | - - - | 148 0 0 |
| Dunnichen - - - F.C. 8 | 184 16 0 | 1854 | 7 2 7 | 188 4 2 |
| Dunnichen - - - Par. 2 | - - - | - - - | 11 10 0½ | 437 4 8 |
| Fearn - - - - Par. | - - - | - - - | 2 10 0 | |
| Ferryden, Infants - - G.A. | *75 0 0 | 1840 | | |
| Ferryden, Fishermen's School - G.A. | 80 0 0 | 1843 | | |
| Forfar, Burgh School - - - 2 | - - - | - - - | - - - | 62 13 4 |
| Forfar, East Town End Free Undl. 8 | 200 0 0 | 1846 | - - - | 854 15 0 |
| Forfar, Female Industrial School - 2 | 388 0 0 | 1860 | - - - | 69 5 0 |
| Forfar, North End Burgh - Undl. 2 | 357 0 0 | 1856 | 3 18 6½ | 299 10 0 |
| Forfar, West Town End Free Undl. 8 | 121 0 0 | 1846 | - - - | 325 11 8 |
| Fotheringham, Girls' - - F.C. 7 | - - - | - - - | - - - | 28 6 8 |
| Friockheim - - - Estab. Ch. 2 | *70 0 0 | 1839 | 5 0 0½ | 332 3 4 |
| " - - - " | 100 0 0 | 1861 | | |
| Friockheim - - - F.C. 7 | - - - | - - - | 1 9 11½ | 480 5 0 |
| Glenisla - - - Par. 2 | - - - | - - - | - - - | 44 5 0 |
| Glenisla - - - F.C. | 196 0 0 | 1861 | 1 8 8 | |
| Greenfield, Industrial - F.C. 8 | - - - | - - - | - - - | 15 0 0 |
| Inverbrothock - - Sess. 2 | 300 0 0 | 1843 | 5 6 10 | 740 18 4 |
| Inverbrothock - - F.C. 7 | - - - | - - - | 8 7 2 | 1,172 0 0 |
| Inverkeilor - - - Par. 2 | - - - | - - - | 5 1 8½ | 313 3 4 |
| " - - - " | - - - | - - - | *a* 6 12 0 | |
| Kettins - - - Par. 2 | - - - | - - - | 3 14 10¾ | 196 13 4 |
| Kilry Society's - - Par. | - - - | - - - | 1 13 4 | |
| Kirkbuddo - - - F.C. | 100 0 0 | 1855 | 3 16 9 | |
| Kirriemuir - - - Epis. 3 | - - - | - - - | - - - | 534 0 10 |
| Kirriemuir, Industrial - Par. 2 | - - - | - - - | 3 6 8½ | 96 6 8 |
| Kirriemuir, South - - F.C. 7 | - - - | - - - | 2 17 6½ | 150 0 0 |
| Kirriemuir, Webster's Seminary - - - Undl. 2 | - - - | - - - | - - - | 492 0 10 |
| Ladyloan - - - F.C. 8 | 20 0 0 | 1858 | 9 9 11½ | 1,090 10 10 |
| " - - - " | - - - | - - - | *a* 9 1 4 | |
| Letham, Fenar's - - Undl. 2 | - - - | - - - | 7 19 2 | 715 13 4 |
| Liff - - - - F.C. 7 | 132 0 0 | 1848 | 3 0 0 | 52 10 0 |
| Loanhead - - - Sess. 2 | 335 0 0 | 1857 | 2 11 8 | 73 9 2 |
| Lochee - - - Sess. 1 | *130 0 0 | 1838 | 6 5 0 | 777 5 0 |
| Lochee - - - F.C. | - - - | - - - | 5 16 8½ | |
| Lochee - - - Epis. 6 | - - - | - - - | - - - | 21 9 2 |
| Lochlee - - - Epis. 6 | - - - | - - - | 1 6 8½ | 87 10 0 |
| Logie Pert - - - Par. 2 | - - - | - - - | 1 13 4½ | 36 0 0 |
| Lunanhead (Madras, Self-supporting) - - - G.A. 2 | 48 9 10 | 1843 | 2 10 0½ | 87 15 0 |
| " " " " | 36 15 0 | 1859 | | |
| Mains - - - - Par. 1 | - - - | - - - | - - - | 398 3 4 |
| Mains and Strathmartin - - F.C. 7 | - - - | - - - | 2 18 4 | 52 10 0 |
| Marywell Village - - Par. 2 | - - - | - - - | 1 9 2 | |
| Monifieth, Female School - - - 2 | - - - | - - - | 1 18 2½ | 44 11 8 |
| Monifieth - - - Par. 1 | - - - | - - - | 5 15 6¾ | 331 15 0 |
| Monikie, Female - - - F.C. 7 | - - - | - - - | 4 11 8½ | 267 3 4 |
| Montrose, Castle Street - - F.C. | 207 0 0 | 1843 | 10 12 0½ | |
| " - - - " | 166 0 0 | 1858 | | |
| Montrose, Dorward's Seminary, Lower School - - - F.C. 6 | - - - | - - - | - - - | 241 10 0 |
| Montrose, Dorward's Seminary, Upper School - - Undl. 7 | - - - | - - - | 4 7 9½ | 951 0 0 |
| Montrose, Hill Side - - F.C. 10 | 169 0 0 | 1857 | 3 6 8½ | 118 5 0 |
| Montrose, St. John's - - Sess. 2 | 382 0 0 | 1842 | 5 11 4½ | 1,073 5 0 |
| Montrose, St. John's - - F.C. 7 | *200 0 0 | 1838 | 6 5 0½ | 1,786 5 0 |
| " - - - " | 126 0 0 | 1842 | | |
| Montrose, St. Mary's - - Epis. 6 | - - - | - - - | 2 3 7½ | 749 11 8 |
| Montrose, White's - - Estab. Ch. 2 | - - - | - - - | 7 14 3½ | 591 15 0 |
| Muirland - - - - Sess. 6 | *80 0 0 | 1839 | 1 3 6 | 12 1 8 |
| Pitkennedy - - - G.A. | 68 0 0 | 1848 | | |
| Stracathro - - - Par. 2 | - - - | - - - | - - - | 63 15 0 |
| Tealing - - - F.C. 8 | 73 10 0 | 1850 | 5 0 0 | 155 15 0 |
| Vigeans, St. - - - Par. 2 | - - - | - - - | 4 3 4 | 47 13 4 |

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|---|---|---|---|---|
| **HADDINGTONSHIRE.** | £ s. d. | | £ s. d. | £ s. d. |
| Barns, East, Side - - - G.A. 4 | - - - | - - - | 6 10 10 | 157 10 0 |
| Dunbar, Belhaven - - - F.C. 2 | 64 0 0 | 1853 | 3 6 8 | 540 18 6 |
| Dunbar, Burgh - - - 4 | - - - | - - - | a12 10 8 | 462 1 8 |
| Elphinstone - - - G.A. 12 | - - - | - - - | - - - | 32 10 0 |
| Gladsmuir - - - Parl. 4 | - - - | - - - | - - - | 25 0 0 |
| Gladsmuir, Iron Works - - F.C. 3 | - - - | - - - | - - - | 72 10 0 |
| Haddington, Industrial - - Undl. 2 | - - - | - - - | 2 13 4 | 400 3 4 |
| Haddington, Mill Wynd - - F.C. 2 | - - - | - - - | 5 6 8 | 56 10 0 |
| Longniddry - - Estab. Ch. 4 | 280 0 0 | 1860 | 3 0 0½ | 44 15 0 |
| Ormiston - - - F.C. 2 | - - - | - - - | 2 5 1 | 305 2 6 |
| Pencaitland - - - Par. | - - - | - - - | 3 5 0½ | 46 0 10 |
| Pencaitland (Newton) - - G.A. | - - - | - - - | 2 0 0½ | 25 10 0 |
| Prestonkirk, Female - - Sess. 4 | - - - | - - - | - - - | 142 10 0 |
| Prestonkirk - - - Par. 4 | - - - | - - - | 2 12 6½ | 51 11 8 |
| Prestonkirk - - - F.C. 2 | 100 0 0 | 1849 | - - - | 511 19 2 |
| „ - - - „ | - - - | - - - | 16 8 3½ | |
| Prestonpans - - - F.C. 2 | 104 0 0 | 1852 | a11 15 4 | 541 19 2 |
| Salton, (West) Female - - Par. 2 | - - - | - - - | 9 3 6½ | 33 0 0 |
| Samuelston - - - G.A. 4 | - - - | - - - | 1 13 4 | 136 0 0 |
| Tranent - - - F.C. 1 | 72 10 0 | 1849 | - - - | 581 1 8 |
| Tranent, Female Subscription S. - 12 | - - - | - - - | 3 15 0½ | 70 3 4 |
| Tranent - - - Par. 4 | - - - | - - - | - - - | 382 10 0 |
| Tranent, New Winton - Ch. of S. 4 | - - - | - - - | - - - | 100 1 8 |
| Yester - - - F.C. 2 | - - - | - - - | - - - | 194 15 0 |
| | | | 4 2 6½ | |
| **INVERNESS-SHIRE.** | | | | |
| Aigas, Subscription School - - | - - - | - - - | 1 6 8 | 123 11 8 |
| Aodunban and Flashadder - G.A. 4 | 180 0 0 | 1856 | - - - | 59 3 4 |
| Ardersier - - - F.C. 6 | - - - | - - - | 8 16 9 | 473 3 4 |
| Arnisdale - - - G.A. | - - - | - - - | 1 6 8 | 33 0 0 |
| Balevanick School - - - | - - - | - - - | - - - | 32 10 0 |
| Beauly - - - R.C. 6 | - - - | - - - | 2 9 2 | 87 10 0 |
| Bernisdale - - - F.C. | - - - | - - - | 3 6 8 | |
| Boleskine - - - Par. | - - - | - - - | 1 7 5½ | 63 0 0 |
| Bunroy - - - G.A. | - - - | - - - | - - - | 137 0 0 |
| Camiscross - - - G.A. | - - - | - - - | - - - | 127 15 10 |
| Cannick Bridge - - Par. 4 | - - - | - - - | - - - | 117 0 0 |
| Carbost - - - G.A. | 125 0 0 | 1844 | - - - | |
| Colbost - - Estab. Ch. | 85 10 0 | 1853 | 2 16 8½ | 95 15 0 |
| Corrimony, Female - - F.C. 6 | - - - | - - - | 1 5 0 | 13 6 8 |
| Culloden - - - F.C. 6 | - - - | - - - | 1 19 11½ | 535 1 8 |
| Dallarossie (Moy) - - G.A. | 22 0 0 | 1840 | - - - | |
| Daviot - - - F.C. 6 | 85 0 0 | 1849 | 3 1 8 | 559 12 6 |
| Dockgarroch - - - G.A. 8 | - - - | - - - | - - - | 82 18 4 |
| Drumfearn District - - F.C. | - - - | - - - | - - - | 3 2 6 |
| Duirinish - - - Par. 8 | - - - | - - - | 3 4 2½ | 210 13 4 |
| Dulnain Bridge - - Ch. of S. 4 | 272 0 0 | 1858 | 1 19 8 | 3 15 0 |
| Dunskellar - - Parliamentary S. 8 | - - - | - - - | - - - | 29 3 4 |
| Eskadale - - - R.C. 4 | - - - | - - - | - - - | 3 15 0 |
| Farraline Park (Bell's School) - G.A. 4 | - - - | - - - | - - - | 1,158 10 0 |
| Fort Augustus - - - G.A. 8 | - - - | - - - | - - - | 263 0 0 |
| Fortwilliam - - - F.C. 6 | - - - | - - - | 3 6 8½ | 596 1 8 |
| Glengary - - - G.A. 4 | - - - | - - - | 1 10 6 | 226 16 8 |
| Glantown, Grammar School - - 4 | - - - | - - - | - - - | 466 18 4 |
| Harris, (Lady Dunmore's) - Undl. 8 | - - - | - - - | - - - | 5 16 8 |
| Inverness - - - G.A. | *125 0 0 | 1837 | - - - | |
| „ - - - „ | 87 0 0 | 1840 | - - - | |
| Inverness Female Industrial (Society) School - - - 4 | - - - | - - - | 3 18 10 | 3 6 8 |
| Inverness, Model - - - F.C. 6 | 626 0 0 | 1849 | 20 3 0 | 2,017 12 6 |
| „ „ - - - „ | 23 7 8 | 1853 | | |
| Inverness, The Bishop's - Epis. 9 | 530 0 0 | 1857 | 2 5 3½ | 446 13 10 |
| Inverness, Tanner's Lane Reformatory - - - Undl. 4 | - - - | - - - | 1 16 7½ | 490 16 10 |
| Kilmalie - - - Par. 4 | - - - | - - - | - - - | 443 1 8 |
| Kilmonivaig - - - Par. 4 | - - - | - - - | 3 0 0 | 15 0 0 |
| Kilmorack - - - Par. 4 | - - - | - - - | 2 10 0 | 364 5 0 |

*a* Scientific apparatus.

| Name and Denomination of School, and Month when Inspection is due. | Grants for Building, Enlargement, Improvements, or Fixtures. | | Grants for Apparatus, Books, Maps, and Diagrams. | Annual Grants. |
|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Inverness-shire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Kirkhill - - - - F.C. 6 | - - - | - - - | 9 10 4 | 501 5 0 |
| Kirkhill - - - - Par. 8 | - - - | - - - | - - - | 194 5 0 |
| Kyleakin - - - - G.A. 8 | - - - | - - - | - - - | 118 0 0 |
| Loanmore - - - - F.C. | 181 - 0 0 | 1860 | | |
| Moy - - - - F.C. | 75 12 0 | 1850 | | |
| Mussady, Female - - - F.C. | - - - | - - - | 0 13 4½ | |
| Portree, Congregational - - F.C. 8 | - - - | - - - | - - - | 3 15 0 |
| Raasay - - - - F.C. 7 | - - - | - - - | - - - | 42 15 0 |
| Snizort - - - - F.C. 7 | 133 0 0 | 1850 | - - - | 124 11 8 |
| Stratherrick - - - - F.C. 6 | 60 0 0 | 1848 | 4 16 11 | 281 6 8 |
| Strathnairn - - - - Epis. 9 | - - - | - - - | 4 7 6¾ | 248 13 4 |
| **Kincardineshire.** | | | | |
| Banchory Ternan - - - F.C. 11 | - - - | - - - | - - - | 106 16 8 |
| Banchory, Grammar - - - Par. 3 | - - - | - - - | - - - | 37 10 0 |
| Benholme - - - - F.C. 7 | - - - | - - - | 3 14 2 | 423 0 0 |
| Brachmont - - - - F.C. 10 | - - - | - - - | 1 0 8 | 13 6 8 |
| Catterline, St. Philip's - - Epis. 6 | - - - | - - - | 5 1 8 | 261 1 8 |
| Cookney - - - Estab. Ch. 3 | 137 8 4 | 1858 | - - - | 17 10 0 |
| Crathes, Female - - Estab. Ch. 3 | - - - | - - - | - - - | 38 10 0 |
| Cyrus, Saint - - - - F.C. 9 | - - - | - - - | 5 14 2½ | 298 17 6 |
| Cyrus, Saint - - - - Par. 3 | - - - | - - - | 6 5 1½ | 387 16 8 |
| Cyrus, St., Porteous, Female - G.A. 3 | - - - | - - - | 2 16 8½ | 163 5 0 |
| Cyrus, St. (Stratton's Endowed) G.A. 3 | - - - | - - - | 3 14 10½ | 234 18 4 |
| Drumlithie - - - - Epis. 6 | - - - | - - - | 1 10 0 | 217 4 2 |
| Drumlithie - - - - F.C. | - - - | - - - | 1 10 0 | |
| Dunnottar - - - - Par. 10 | - - - | - - - | 2 1 2 | 368 17 6 |
| Fasque School - - - - 4 | - - - | - - - | - - - | 68 15 0 |
| Fettercairn - - - - Par. 3 | - - - | - - - | 2 10 0 | 491 8 4 |
| Fettercairn - - - - F.C. 7 | 59 0 0 | 1851 | 3 2 4½ | 320 0 0 |
| Fordoun - - - - F.C. 9 | - - - | - - - | 10 13 9½ | 552 10 0 |
| Inch, Privately Endowed School - - 3 | - - - | - - - | - - - | 28 15 0 |
| Inchmarlo - - - - G.A. 3 | - - - | - - - | - - - | 17 10 0 |
| John's Haven, Female - - G.A. 3 | - - - | - - - | 4 7 4½ | 234 15 0 |
| Laurencekirk, Congregational - F.C. 7 | - - - | - - - | 3 6 8½ | 406 10 0 |
| Laurencekirk - - - Epis. 6 | - - - | - - - | 3 16 7½ | 230 5 0 |
| Laurencekirk - - - Par. 3 | - - - | - - - | 12 1 6½ | 362 16 8 |
| Marykirk - - - - Par. 3 | - - - | - - - | 6 18 6½ | 171 15 0 |
| Newtonhill - - - - Epis. | - - - | - - - | - - - | 26 10 0 |
| Rickarton, Sub. School - - - | - - - | - - - | 2 10 0 | |
| Stonehaven - - - - F.C. 9 | - - - | - - - | - - - | 273 18 4 |
| Stonehaven, St. James' - - Epis. 6 | - - - | - - - | 4 1 5 | 111 6 8 |
| Stranathra - - - - Epis. | - - - | - - - | 1 9 3½ | |
| Tannachie, District School - - - | - - - | - - - | 2 14 6 | |
| Tipperty - - - - F.C. | - - - | - - - | 4 14 11½ | |
| Waterlair - - - - F.C. 11 | - - - | - - - | 4 16 5½ | 76 5 0 |
| **Kinross-shire.** | | | | |
| Fossoway - - - - F.C. 10 | 80 0 0 | 1855 | - - - | 111 10 0 |
| Fossoway - - - - Par. | - - - | - - - | - - - | 32 10 0 |
| Kinross - - - - F.C. 8 | 115 0 0 | 1849 | 3 5 10 | 677 13 4 |
| Maryburgh - - - - G.A. 5 | - - - | - - - | 2 6 8½ | 249 3 4 |
| Orwell - - - - Par. 5 | - - - | - - - | 3 6 8 | 307 18 4 |
| Portmoak - - - - F.C. 8 | - - - | - - - | 2 1 9½ | 229 5 0 |
| Portmoak - - - - Par. 5 | - - - | - - - | 8 9 3 | 119 10 0 |
| **Kirkcudbrightshire.** | | | | |
| Auchencairn - - - - F.C. 11 | 75 0 0 | 1850 | 1 10 8½ | 62 15 0 |
| Balmaghie - - - - F.C. 12 | 78 0 0 | 1849 | 2 1 4½ | 118 15 0 |
| Balmaghie (Laurieston) - - Par. | - - - | - - - | - - - | 37 10 0 |
| Borgue - - - - F.C. 10 | - - - | - - - | 2 19 11½ | 43 15 0 |
| Bridge of Dee - - Estab. Ch. | - - - | - - - | - - - | 100 0 0 |
| Buittle, High - - - - Par. 11 | - - - | - - - | 2 0 0 | 67 7 6 |
| Cally, English - - - - Epis. 4 | - - - | - - - | - - - | 20 5 0 |

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|---|---|---|---|---|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| KIRKCUDBRIGHTSHIRE—*cont.* | | | | |
| Castle Douglas - - - F.C. 11 | 120 0 0 | 1853 | 3 16 10 | 705 7 6 |
| " - - - " | 80 0 0 | 1856 | | |
| Castle Douglas - - - Par. 12 | - - - | - - - | - - - | 576 13 6 |
| Corsock - - - F.C. 11 | - - - | - - - | 2 17 8 | 40 8 4 |
| Corsock, Female Industrial - - 12 | - - - | - - - | - - - | 90 0 0 |
| Crectown - - - G.A. | 42 10 0 | 1846 | | |
| Dalbeattie - - - Par. 12 | 55 0 0 | 1854 | 12 8 8½ | 758 3 4 |
| Dalbeattie - - - F.C. 11 | 140 0 0 | 1854 | 9 5 0½ | 245 0 0 |
| Dalbeattie, Female - - Ch. of S. 12 | 176 9 4 | 1861 | - - - | 10 0 0 |
| Dundreman Abbey - F.C. 11 | 128 0 0 | 1849 | 1 13 4 | 346 0 0 |
| Irongray (Shawhead) - F.C. 12 | - - - | - - - | 2 1 4 | 25 0 0 |
| Kirkbean - - - Par. 11 | - - - | - - - | - - - | 42 10 0 |
| Kirkpatrick, Durham, Industrial 12 | - - - | - - - | - - - | 10 0 0 |
| Kirkpatrick, Durham - Par. 12 | - - - | - - - | 3 12 7½ | 213 13 4 |
| Kirkcudbright, Johnston's Free Sch 11 | - - - | - - - | 5 15 1 | 27 10 0 |
| Kirkcudbright, Old Church - G.A. 12 | - - - | - - - | 2 7 3 | 289 2 6 |
| Kirkcudbright, Town-End - Sess. 12 | - - - | - - - | - - - | 426 18 4 |
| Kirkdale - - - G.A. | 53 0 0 | 1847 | | |
| Kirkgunzeon - - - Par. 11 | - - - | - - - | 2 16 5 | 113 8 4 |
| Kirkmabreck - - - G.A. 11 | - - - | - - - | 5 0 0 | 149 12 6 |
| Laggan Branch, Parish Estab. Ch. | 221 0 0 | 1857 | | |
| Maxwelltown, Burgh Sch. - - 11 | 139 0 0 | 1850 | 5 0 0½ | 264 12 6 |
| Maxwelltown - - - F.C. 11 | 105 0 0 | 1849 | 10 10 7½ | 779 10 0 |
| " - - - " | 28 12 6 | 1857 | | |
| Palmackie, Subscription - - 11 | - - - | - - - | - - - | 75 16 8 |
| Path (Lady Heron Maxwell's) Est.Ch. 11 | - - - | - - - | - - - | 165 0 0 |
| Rhonehouse by Kelton - - Par. | - - - | - - - | 1 0 8½ | 196 0 0 |
| Roughtree, Irongray - - Par. 12 | - - - | - - - | - - - | 31 12 6 |
| Terregles - - - Par. 12 | - - - | - - - | - - - | 115 8 4 |
| LANARKSHIRE. | | | | |
| Abington (Sir H. Colebrooke's) School - - - - 3 | - - - | - - - | - - - | 106 10 0 |
| Airdrie, Alexander's - Undl. 7 | - - - | - - - | 11 5 10 | 225 13 4 |
| Airdrie, East Parish (Rawyard's) G.A. | *150 0 0 | 1839 | | |
| Airdrie, West - - - F.C. 3 | 212 0 0 | 1848 | 7 2 4½ | 1,213 13 4 |
| " " - - - " | 17 10 0 | 1850 | | |
| " - - - " | 143 0 0 | 1856 | | |
| Airdrie, St. John's - - Epis. 12 | - - - | - - - | 4 3 5½ | 403 11 8 |
| Airdrie, St. Margaret's - R.C. 6 | - - - | - - - | 4 19 11½ | 836 18 8 |
| Arden, Subscription School - - 3 | - - - | - - - | - - - | 5 0 0 |
| Auchinearn - - - Par. 6 | - - - | - - - | 1 12 2 | 6 5 0 |
| Avondale - - - Par. 3 | *250 0 0 | 1840 | - - - | 413 1 8 |
| Bellshill Subscription School - 6 | 270 0 0 | 1859 | - - - | 13 2 6 |
| Biggar - - - Par. 3 | - - - | - - - | 2 12 6½ | 203 15 0 |
| Biggar, Infants - - G.A. | 75 0 0 | 1843 | | |
| Biggar, Subscription School - - 3 | 180 0 0 | 1861 | - - - | 4 16 8 |
| Bishopbridge - - Estab. Ch. 1 | - - - | - - - | - - - | 117 3 4 |
| Blackquarry - - - F.C. 4 | - - - | - - - | - - - | 165 5 0 |
| Blantyre - - - Par. 3 | - - - | - - - | - - - | 70 0 0 |
| Blantyre Works School - Undl. 3 | - - - | - - - | 12 17 7½ | 235 17 6 |
| Bluevale - - - - Sess. 2 | 250 0 0 | 1855 | 5 0 0 | 305 0 10 |
| Bothwell - - - - Par. 2 | *60 0 0 | 1839 | - - - | 246 13 4 |
| Bothwell - - - - F.C. 3 | - - - | - - - | 14 9 8 | 935 0 0 |
| Brachead, St. Andrew's - G.A. | 74 0 0 | 1845 | - - - | 58 0 0 |
| Bridgeton - - - - F.C. | 220 10 0 | 1851 | 8 7 7½ | 875 11 8 |
| Bridgeton - - - - Par. 2 | *600 0 0 | 1838 | 9 6 8½ | 441 5 0 |
| Bridgeton (Main Street), Public Association School - - | *375 0 0 | 1839 | | |
| Broomgate - - - - G.A. | *225 0 0 | 1839 | | |
| Calderbank Ironworks - Par. | - - - | - - - | 13 5 10 | 207 15 0 |
| Cambuslang, Subscription - Undl. 7 | - - - | - - - | - - - | 150 13 4 |
| Carnbroe Iron Works - G.A. 8 | 380 0 0 | 1842 | 7 1 8 | 67 10 0 |
| Carnwath - - - - F.C. 2 | - - - | - - - | - - - | 143 10 0 |
| Carnwath - - - - Par. 3 | - - - | - - - | 5 2 2 | |
| " - - - " | - - - | - - - | *a* 6 8 | |
| Chapel District School - - | 212 0 0 | 1859 | 2 0 0 | |

*a* Scientific apparatus.

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|---|---|---|---|---|---|
| | | Amount. | Date of Payment. | | |
| | | £ s. d. | | £ s. d. | £ s. d. |
| LANARKSHIRE—*cont.* | | | | | |
| Chapel Hall Iron Works | Par. | - - - | - - - | 11 0 10 | |
| Chapelton, Subscription | Undl. | - - - | - - - | 19 2½ | |
| Chryston | G.A. 4 | *70 0 0 | 1839 | - - - | 9 3 4 |
| Chryston | F.C. 4 | 178 0 0 | 1854 | 3 12 6 | 25 5 0 |
| Coatbridge | F.C. 2 | 177 15 0 | 1849 | 6 18 5 | 272 5 0 |
| Coatbridge | Epis. | - - - | - - - | 1 7 6½ | |
| Coatbridge, Dundyvan Works | Undl. 2 | - - - | - - - | 22 17 6½ | 744 13 4 |
| Coatbridge, St. Patrick's | R.C. 3 | - - - | - - - | 10 4 11 | 550 9 2 |
| Coltness Iron Works School | 7 | 842 0 0 | 1859 | 22 10 0½ | 99 0 0 |
| Covington | Par. 2 | - - - | - - - | 2 10 0½ | 94 6 8 |
| Craigneuk Public School | | 340 18 0 | 1859 | | |
| Crossford, Subscription | Undl. 3 | - - - | - - - | - - - | 23 15 0 |
| Crosshill, Branch | Par. 2 | - - - | - - - | 2 4 9½ | 361 10 10 |
| Dalziel Colliery | Undl. | - - - | - - - | 3 15 0 | |
| Dalziel | Par. 3 | - - - | - - - | 3 4 10 | 278 6 3 |
| Faskine and Palacecraig | Estab. Ch. 3 | - - - | - - - | 6 0 0½ | 23 7 6 |
| Gain (near Airdrie) | S. 3 | - - - | - - - | - - - | 43 15 0 |
| Gartsherrie, St. Mary's | G.A. 2 | 650 0 0 | 1844 | 12 10 10 | 152 3 4 |
| Gartsherrie, St. George's | G.A. 2 | - - - | - - - | 4 10 0 | 96 5 0 |
| Gartsherrie, St. James' | G.A. 2 | - - - | - - - | 4 16 8½ | 945 12 6 |
| Gartsherrie, Fourth School | 2 | - - - | - - - | 1 0 0 | 166 10 10 |
| Gartsherrie Iron Works, Day and Evening | Estab. Ch. 7 | 949 0 0 | 1858 | 32 13 0½ | 240 4 2 |
| Glasford | Par. 3 | - - - | - - - | 5 0 0 | 257 5 0 |
| Glasgow (Anderston) | F.C. 4 | - - - | - - - | - - - | 61 6 8 |
| Glasgow (Anderston), St. Mark's Burgh School | 2 | *850 0 0 | 1836 | 15 6 6½ | 544 15 10 |
| Glasgow (Anderston), St. Matthew's, William Street | Sess. 1 | 400 0 0 | 1845 | 6 7 7½ | 1,593 10 0 |
| " " " | " | 90 0 0 | 1854 | | |
| Glasgow, Annfield St. John's | Par. 7 | - - - | - - - | 6 11 10½ | 233 15 0 |
| Glasgow, Balfour School | 4 | - - - | - - - | - - - | 146 10 0 |
| Glasgow, Balfour, St. Paul's Industrial | 2 | - - - | - - - | - - - | 70 16 8 |
| Glasgow, Blackfriars (College Parish) | G.A. 1 | 400 0 0 | 1856 | 3 16 1½ | 302 15 0 |
| Glasgow, Bridgegate | F.C. 2 | - - - | - - - | 7 14 5½ | 81 1 8 |
| Glasgow, (Brownhill Street) | Sess. 3 | - - - | - - - | 3 15 0½ | 118 15 0 |
| Glasgow (Brownfield), St. George's | Sess. | *700 0 0 | 1839 | | |
| Glasgow (Brownfield), Female Industrial | G.A. 2 | - - - | - - - | 11 11 1½ | 984 0 10 |
| Glasgow (Calton), St. Luke's | Sess. 7 | *395 0 0 | 1838 | 2 1 3 | 5 0 0 |
| Glasgow (Calton), St. Mary's | R.C. 3 | - - - | - - - | 7 1 8 | 1,663 16 8 |
| Glasgow (Chalmers' Street) | Sess. 3 | *760 0 0 | 1840 | 7 3 10 | 1,044 11 8 |
| Glasgow, Christ's Church (Mile End) | Epis. 12 | *425 0 0 | 1838 | 1 13 8½ | 146 15 0 |
| Glasgow, Cowcadden, Infants | G.A. | *150 0 0 | 1835 | | |
| Glasgow, East (Milton Street) | F.C. 2 | - - - | - - - | - - - | 251 13 4 |
| Glasgow, Finnieston Mission | F.C. 3 | 250 0 0 | 1854 | 11 19 2 | 856 8 4 |
| " " " | " | 66 15 0 | 1860 | | |
| Glasgow, Gardiner's Public | Par. 8 | - - - | - - - | 2 19 9 | 76 10 0 |
| Glasgow, (Highland Society's School) | Undl. 3 | - - - | - - - | 29 12 8½ | 1,597 8 9 |
| Glasgow Industrial and Reformatory School (Duke Street) | Par. 9 | - - - | - - - | 7 10 10½ | 6,767 19 10 |
| Glasgow, House of Refuge (Females), Parliamentary Row | 9 | - - - | - - - | - - - | 771 10 0 |
| Glasgow, Lennox | Par. 2 | - - - | - - - | - - - | 3 6 8 |
| Glasgow, Martyr's | G.A. 2 | - - - | - - - | - - - | 45 16 8 |
| Glasgow, Milton | Estab. Ch. 2 | 400 0 0 | 1841 | 17 3 7 | 472 1 8 |
| Glasgow, Milton, Indust. | Estab. Ch. 2 | - - - | - - - | - - - | 45 16 8 |
| Glasgow, Murdock's, Boys' Industrial | G.A. 10 | 450 0 0 | 1851 | - - - | 3 0 0 |
| Glasgow, Wilson's Endowed Charity | Par. | - - - | - - - | 2 14 2½ | |
| Glasgow, Old Wynd | F.C. 2 | 350 0 0 | 1848 | 14 11 0 | 476 12 6 |
| Glasgow, Established Church, Practising School | 2 | *1,000 0 0 | 1838 | 19 16 3 | 1,984 7 6 |
| " " " | | 1,000 0 0 | 1840 | | |

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|---|---|---|---|---|---|
| | | Amount. | Date of Payment. | | |
| **Lanarkshire—*cont.*** | | £ s. d. | | £ s. d. | £ s. d. |
| Glasgow, Free Church Practising School | 2 | - - - | - - - | 52 10 0½ | 6,113 11 8 |
| Glasgow, Reformatory School (61, Rotton Row Street) | | - - - | - - - | 15 0 10¾ | 3,318 18 4 |
| Glasgow, Park Head, Barony | Sess. 2 | - - - | - - - | - - - | 291 6 8 |
| Glasgow (Renfield Street), United Presbyterian Church Mission School | 2 | - - - | - - - | - - - | 26 2 6 |
| Glasgow, St. Alphonsus' | R.C. 6 | - - - | - - - | - - - | 20 8 4 |
| Glasgow, St. Andrew's Parish and Madras | G.A. 8 | 572 5 0 | 1850 | - - - | 157 5 0 |
| Glasgow, St. Andrew's | R.C. 3 | - - - | - - - | 25 14 10½ | 1,375 19 2 |
| Glasgow, St. David's | Par. 2 | - - - | - - - | 2 10 7 | 1,238 15 10 |
| Glasgow, St. Enoch's | Sess. 1 | *750 0 0 | 1835 | 24 0 10 | 2,153 5 10 |
| " " | " | 407 12 0 | 1858 | | |
| Glasgow, St. Enoch's, Female Industrial | Sess. 1 | - - - | - - - | 1 7 10 | 161 1 8 |
| Glasgow, St. George's | Sess. | *600 0 0 | 1836 | | |
| Glasgow, St. George's (Kelvin Street) | F.C. 3 | 300 0 0 | 1853 | 14 14 9½ | 1,332 3 4 |
| Glasgow, St. George's (Renfield Street) | F.C. 3 | - - - | - - - | 18 5 6 | 1,715 1 8 |
| Glasgow, St. James' | Sess. 7 | *450 0 0 | 1837 | 10 15 8 | 652 1 8 |
| Glasgow, St. James', Female Industrial | Par. 7 | - - - | - - - | - - - | 5 0 0 |
| Glasgow, St. John's (David Street, Gallowgate) | Par. 8 | 742 0 0 | 1857 | 5 16 8½ | 196 5 0 |
| Glasgow, St. John's (Young Street) | G.A. 2 | 490 0 0 | 1850 | 23 6 0 | 622 10 2 |
| Glasgow, St John's (Young Street), Female | Sess. 2 | - - - | - - - | - - - | 350 0 0 |
| Glasgow, St. John's (Moore Street) | F.C. 4 | - - - | - - - | 38 15 10½ | 936 11 8 |
| Glasgow, St. John's (East Hill Street Industrial) | F.C. 2 | - - - | - - - | 5 0 10 | 229 6 8 |
| Glasgow, Gorbals, St. John's, Male (36, Portugal Street) | R.C. 3 | - - - | - - - | 8 11 8¼ | 881 3 4 |
| Glasgow, Gorbals, St. John's Female (34, Portugal Street) | R.C. 3 | - - - | - - - | 21 5 1½ | |
| Glasgow, St. John's (Macfarlane Street) | Par. 3 | - - - | - - - | 9 11 4½ | 51 6 8 |
| Glasgow, St. Joseph's | R.C. 6 | - - - | - - - | 9 12 5 | 356 0 0 |
| Glasgow, St. Jude's | Epis. 12 | - - - | - - - | 11 8 2¾ | 424 16 8 |
| Glasgow, St. Jude's (Corn Street) | Epis. 12 | - - - | - - - | - - - | 130 5 0 |
| Glasgow, St. Luke's, Free Industrial School | 3 | - - - | - - - | - - - | 101 13 4 |
| Glasgow, St. Matthew's (Bishop Street) | Sess. 1 | - - - | - - - | 27 12 8 | 321 5 0 |
| Glasgow, St. Matthew's | F.C. 2 | 440 0 0 | 1848 | 15 1 2½ | 1,253 7 6 |
| Glasgow, St. Matthew's, Girls' Industrial | S. 1 | - - - | - - - | - - - | 625 1 8 |
| Glasgow, St. Mungo's, "Freeland" | Estab. Ch. 8 | 373 0 0 | 1843 | 3 1 11½ | 82 0 0 |
| Glasgow, St. Mungo's and St. Columbkil's, Boys | R.C. 6 | 1,000 0 0 | 1858 | - - - | 116 1 8 |
| Glasgow, St. Mungo's, Girls, and Evening | R.C. 3 | - - - | - - - | 18 1 9½ | 792 17 6 |
| Glasgow, St. Patrick's | R.C. 3 | - - - | - - - | - - - | 129 10 0 |
| Glasgow, St. Paul's | Par. 2 | *660 0 0 | 1837 | - - - | 554 8 4 |
| Glasgow, St. Peter's | Sess. 1 | - - - | - - - | 1 12 0 | 383 1 8 |
| Glasgow, St. Peter's, Mixed | F.C. 4 | - - - | - - - | 11 13 4 | 1,957 17 6 |
| Glasgow, St. Peter's, Female | F.C. | - - - | - - - | 4 11 8½ | |
| Glasgow, St. Peter's Mission | 2 | - - - | - - - | - - - | 9 3 4 |
| Glasgow, St. Rollox | Undl. 2 | - - - | - - - | 7 10 0 | 325 3 4 |
| Glasgow, The Bishop's | Epis. 12 | - - - | - - - | 16 15 4 | 796 18 4 |
| Glasgow, The Bishop's, Infants | Epis. 12 | - - - | - - - | - - - | 18 10 0 |
| Glasgow, Tron Parish | Sess. 1 | - - - | - - - | 4 6 10 | 71 12 6 |
| Glasgow, Tron | F.C. 3 | - - - | - - - | 3 12 6 | 195 6 8 |
| Glasgow, Well Park (East Miller Street) | F.C. 2 | - - - | - - - | 5 0 0½ | 188 5 10 |
| Glasgow, Well Park (Ladywell Street) | F.C. | - - - | - - - | 5 0 0½ | |

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| LANARKSHIRE—*cont.* | £ s. d. | | £ s. d. | £ s. d. |
| Glengivel - - - - G.A. 4 | 100 0 0 | 1841 | | |
| Gorbals, East, Territorial - - - F.C. 3 | - - - | - - - | 26 12 9½ | 1,871 2 6 |
| Gorbals, Local Mission - - - G.A. 4 | 200 0 0 | 1847 | | |
| Gorbals, Free Mission - - - F.C. 4 | - - - | - - - | - - - | 56 0 0 |
| Gorbals, Youths - - - - Undl. 1 | *600 0 0 | 1836 | 35 10 3¾ | 1,669 0 10 |
| Govan - - - - - F.C. 3 | - - - | - - - | 10 6 4 | 441 14 2 |
| Govan, Female Industrial - - 3 | - - - | - - - | - - - | 27 10 0 |
| Govan, Juvenile and Infants - G.A. | *350 0 0 | 1838 | | |
| Govan, Colliery - - - - Undl. 3 | - - - | - - - | 2 13 0½ | 12 15 0 |
| Greengares - - - - - G.A. | 75 0 0 | 1840 | | |
| Hamilton, Orphan and Charity School 3 | 150 0 0 | 1852 | - - - | 209 13 4 |
| " " | 380 0 0 | 1859 | | |
| Hamilton, Quarter Iron Works School 8 | - - - | - - - | 4 9 0 | 66 15 0 |
| Hamilton, St. John's - - F.C. 3 | *600 0 0 | 1838 | 34 17 8½ | 1,646 8 4 |
| " " | - - - | - - - | a24 10 0 | |
| Hamilton, United Presbyterian School | - - - | - - - | 2 13 0 | |
| Jerviston - - - - - G.A. 3 | - - - | - - - | - - - | 44 11 8 |
| Kelvinhaugh - - - - Sess. 1 | 466 0 0 | 1855 | 8 10 0½ | 265 1 8 |
| Kilbride, East - - - - Par. 3 | - - - | - - - | 6 17 1½ | 780 15 0 |
| Kingston - - - - - Sess. 7 | 200 0 0 | 1842 | 5 8 4 | 87 16 8 |
| Lambhill, Day and Evening - Sess. 2 | - - - | - - - | 2 18 5½ | 36 5 0 |
| Lanark, Broomgate Institution School - - - - - 6 | - - - | - - - | - - - | 24 2 6 |
| Lanark, Burgh School - - Undl. 3 | *250 0 0 | 1840 | 6 6 4½ | 446 0 0 |
| Lanark, St. Leonard's, Subs. School - 3 | - - - | - - - | 4 14 10¾ | 317 3 4 |
| Langloan Iron Works and Rosehall Colliery School - - - - 4 | - - - | - - - | - - - | 16 16 8 |
| Leadhills - - - - Estab. Ch. 3 | - - - | - - - | - - - | 366 8 4 |
| Legbranock Iron Works - - Par. | - - - | - - - | 3 15 0 | |
| Lesmahagow - - - - F.C. 4 | - - - | - - - | 2 9 10 | 167 0 0 |
| Lesmahagow, Female Indust. School 7 | 150 0 0 | 1861 | 1 6 3 | 59 6 8 |
| Maryhill - - - - - G.A. 3 | 180 0 0 | 1851 | - - - | 449 6 8 |
| Maryhill - - - - - F.C. 3 | 246 0 0 | 1850 | 3 1 11½ | 12 10 0 |
| " " | - - - | - - - | a6 13 4 | |
| Maxwelltown, Endowed - - Undl. 3 | 150 0 0 | 1841 | 6 7 10 | 654 16 8 |
| Monkland, New - - - - Par. | - - - | - - - | 5 9 2¾ | |
| Monkland, Old - - - - Par. 1 | - - - | - - - | - - - | 315 0 0 |
| Mossend Iron Works - - Par. 3 | - - - | - - - | 12 10 0 | 115 8 4 |
| Newton Colliery - - - - 3 | - - - | - - - | - - - | 8 15 0 |
| Partick, Academy - - - - 2 | - - - | - - - | - - - | 149 11 8 |
| Partick - - - - - F.C. 3 | 173 0 0 | 1850 | 16 18 4½ | 404 16 8 |
| Port Dundas - - - - Sess. 8 | 660 0 0 | 1859 | 8 0 11 | 363 3 4 |
| Riggend - - - - - G.A. | 60 0 0 | 1840 | | |
| Roberton, Female - - Undl. 3 | - - - | - - - | - - - | 31 13 4 |
| Roughazie - - - - Estab. Ch. 3 | 191 6 0 | 1859 | - - - | 70 15 0 |
| Rutherglen - - - - - F.C. 3 | 201 10 0 | 1850 | 22 7 4½ | 1,245 0 10 |
| Rutherglen, Burgh - - - Par. | - - - | - - - | 8 6 0½ | |
| Shotts - - - - - F.C. 4 | - - - | - - - | 2 2 0¾ | 99 8 4 |
| Springburn - - - - - R.C. | - - - | - - - | 2 0 0 | |
| Springburn, Murdock's School - 3 | - - - | - - - | - - - | 133 15 0 |
| Stane, Wilson's Endowed - Estab. Ch. 3 | 61 7 0 | 1859 | 4 0 9 | 266 8 4 |
| Stanrigg, Colliery School - - - 8 | - - - | - - - | - - - | 88 5 0 |
| Stonehouse - - - - - F.C. 3 | - - - | - - - | 6 14 11¾ | 260 15 0 |
| Stonehouse - - - - - Par. 3 | - - - | - - - | 3 6 8 | 135 1 8 |
| Stonelaw Colliery School - - - 8 | - - - | - - - | 2 9 5½ | 73 15 0 |
| Strathaven - - - - - F.C. 4 | 349 10 0 | 1857 | 2 13 4 | 141 15 0 |
| Uddingstone - - - - Sess. | 155 0 0 | 1845 | | |
| Uddingstone - - - - F.C. | 98 0 0 | 1859 | | |
| Whiteinch - - - Estab. Ch. 3 | 332 0 0 | 1861 | 5 0 0 | 18 15 0 |
| Wishaw - - - - - R.C. | - - - | - - - | 2 5 8 | |
| Wishaw, Public - - - Undl. 7 | 552 0 0 | 1857 | 15 14 11½ | 469 6 8 |
| Wishaw, Simpson's Square - S. 3 | - - - | - - - | - - - | 5 0 0 |
| Woodhall Colliery School - - - 8 | - - - | - - - | 5 8 5 | 37 10 0 |
| Woodside, North, Female Indus. Sch. 3 | - - - | - - - | 5 11 1¾ | 167 15 0 |
| Woodside, North, (St. George's Road) - - - - - G.A. 2 | - - - | - - - | 9 7 5 | 197 2 6 |
| Woodside, South - - - F.C. 2 | 280 0 0 | 1848 | 12 4 2 | 408 19 2 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | Amount. | Date of Payment. | | |
| **Linlithgowshire.** | £ s. d. | | £ s. d. | £ s. d. |
| Abercorn - - - - F.C. 2 | - - - | - - - | 2 12 6 | 227 18 4 |
| Armadale - - - - G.A. | *34 0 0 | 1839 | | |
| Bathgate - - - - Par. 4 | - - - | - - - | 5 0 0 | 178 10 0 |
| Bo'ness, Infants - - - Undl. 4 | - - - | - - - | - - - | 175 0 0 |
| Birnie - - - - G.A. 4 | - - - | - - - | - - - | 81 5 0 |
| Carriden - - - - Par. 4 | - - - | - - - | 7 4 8½ | 432 19 7 |
| Durhamtown Miners' School - - - 4 | - - - | - - - | 3 2 0¾ | 36 5 0 |
| Ecclesmachan - - - Par. 4 | - - - | - - - | 4 10 0 | 159 15 0 |
| Grangepans, Subscription Undl. 4 | 242 0 0 | 1860 | 5 14 5 | 1,097 0 0 |
| Greenhills, Boys - - - Par. 4 | - - - | - - - | 2 10 0½ | 27 10 0 |
| Kirkliston - - - - F.C. 2 | - - - | - - - | 1 11 9 | 314 3 4 |
| Linlithgow, Juvenile and Infants F.C. 3 | 127 0 0 | 1849 | 13 4 11½ | 701 6 8 |
| Linlithgow, Mrs. Douglas's Cottage - - - - Par. 4 | - - - | - - - | 1 17 6 | 2 10 0 |
| Longridge - - - - Undl. | 106 0 0 | 1860 | 1 17 2 | |
| Mid-Calder, Female - - F.C. 3 | - - - | - - - | 2 5 9 | 23 10 0 |
| Queensferry, South Burgh Undl. | - - - | - - - | - - - | 210 7 6 |
| Torphichen - - - - F.C. 3 | 75 0 0 | 1849 | 3 2 0 | 7 0 0 |
| " - - - - " | 75 0 0 | 1856 | | |
| Torphichen - - - - Par. 4 | - - - | - - - | 3 14 10½ | 187 10 0 |
| Whitburn, Fauldhouse, Wilson's Endowed - - - Estab. Ch. 4 | 59 0 0 | 1861 | 2 10 3½ | 67 6 8 |
| Whitedalehead, Wilson's Endowed School - - - - - 4 | 20 13 4 | 1858 | 2 0 6 | 285 10 10 |
| Winchburgh - - Estab. Ch. 4 | - - - | - - - | - - - | 93 15 0 |
| **Nairnshire.** | | | | |
| Auldearn, Innes, Infants - - F.C. 10 | 145 0 0 | 1842 | 5 14 11½ | 185 1 8 |
| Auldearn - - - - Par. 4 | - - - | - - - | 1 0 0 | 12 14 2 |
| Cawdor - - - - F.C. | 40 0 0 | 1849 | 2 1 8 | |
| " - - - - " | 25 0 0 | 1851 | | |
| Cawdor - - - - Par. 7 | - - - | - - - | 2 16 8½ | 147 5 0 |
| Cawdor (at Clunes) - - G.A. | 30 0 0 | 1841 | 1 16 0½ | |
| Nairn - - - - F.C. 10 | 150 0 0 | 1850 | 11 16 7½ | 595 16 8 |
| Nairn - - - - G.A. 4 | - - - | - - - | - - - | 281 11 8 |
| Nairn - - - - Epis. 9 | - - - | - - - | 1 10 2½ | 161 6 8 |
| Nairn Monitory School - - - - | *100 0 0 | 1837 | | |
| **Orkney and Shetland.** | | | | |
| Bressay - - - - G.A. 7 | - - - | - - - | - - - | 99 7 6 |
| Bressay - - - - Par. 7 | - - - | - - - | - - - | 98 10 10 |
| Harray, Christian Knowledge Society's School - - - | - - - | - - - | 1 14 0½ | |
| Kirkwall Grammar - - Undl. 7 | - - - | - - - | 3 2 6½ | 160 0 0 |
| Lerwick - - - - Par. 7 | - - - | - - - | 2 8 10 | 158 0 0 |
| Orkney, St. Andrew's - - G.A. | 28 0 0 | 1840 | | |
| Papa Westray - - - - F.C. | - - - | - - - | 3 7 8 | |
| Sabiston - - - - G.A. 7 | - - - | - - - | 1 14 8½ | 106 2 6 |
| Sanday - - - - F.C. 6 | - - - | - - - | 3 10 0½ | 60 0 0 |
| Sandwick - - - - Par. 8 | - - - | - - - | - - - | 32 10 0 |
| Skelwick, Society's - - Estab. Ch. 7 | - - - | - - - | - - - | 181 13 4 |
| Stromness, Congregational - F.C. 5 | - - - | - - - | 3 10 0 | 376 9 2 |
| Westray Midbea (West Side) - G.A. | 52 0 0 | 1846 | | |
| **Peebles-shire.** | | | | |
| Innerleithen - - - - F.C. 2 | - - - | - - - | - - - | 121 8 4 |
| Innerleithen - - - Par. 2 | - - - | - - - | 1 8 6 | 137 11 8 |
| Linton, West - - - Epis. 12 | - - - | - - - | - - - | 200 11 8 |
| Peebles - - - - F.C. 2 | 109 0 0 | 1849 | 2 10 0 | 353 11 8 |
| Peebles, Haly-Rude - Estab. Ch. 12 | 137 5 0 | 1859 | 2 3 11½ | 79 0 0 |
| Skirling - - - - Par. | - - - | - - - | 2 14 1½ | |

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| | | Amount. | Date of Payment. | | |
| **Perthshire.** | | £ s. d. | | £ s. d. | £ s. d. |
| Abernyte | Par. 6 | - - - | - - - | 2 5 0 | 97 10 0 |
| Aberuthven | F.C. | - - - | - - - | 5 2 6½ | 157 3 4 |
| Aberuthven, Subscription School | F.C. 8 | - - - | - - - | 2 18 4 | 8 15 0 |
| Acharn | F.C. 8 | - - - | - - - | 2 15 2½ | 422 13 4 |
| Aldclune, Female Industrial School | 6 | - - - | - - - | - - - | 6 13 4 |
| Aldgernaig | G.A. 5 | - - - | - - - | - - - | 453 13 4 |
| Almondbank | G.A. 6 | - - - | - - - | 1 4 8 | 309 6 8 |
| Alyth | F.C. 8 | 60 7 0 | 1856 | 20 16 4½ | 719 0 0 |
| ,, | ,, | 163 15 6 | 1858 | | |
| Alyth | Par. 6 | - - - | - - - | 5 1 3 | 116 17 6 |
| Alyth, Girls' Industrial | G.A. 5 | 357 0 0 | 1856 | 11 6 8 | 449 10 0 |
| Alyth, Female | Epis. 3 | - - - | - - - | - - - | 190 13 4 |
| Amulree | F.C. 8 | - - - | - - - | 2 5 0½ | 192 10 0 |
| Auchterarder | F.C. 5 | - - - | - - - | - - - | 135 17 6 |
| Auchterarder, Sheddan's Charity | Undl. 5 | 190 0 0 | 1859 | 5 0 0 | 285 0 0 |
| Auchterarder, Townhead Pres. | 6 | 393 0 0 | 1860 | 5 0 0 | 164 10 0 |
| Balbeggie, Subscription | Undl. 6 | - - - | - - - | - - - | 28 15 0 |
| Balgowan | Undl. 6 | - - - | - - - | 2 1 8 | |
| Birnam | F.C. 8 | - - - | - - - | - - - | 28 15 0 |
| Blackford | F.C. 5 | 119 0 0 | 1849 | 8 8 11 | 208 15 0 |
| ,, | ,, | 20 0 0 | 1856 | | |
| ,, | ,, | 118 0 0 | 1858 | | |
| Blair Atholl | Par. 5 | - - - | - - - | 9 6 7½ | 636 5 0 |
| Blair Drummond | Ch. S. 3 | - - - | - - - | - - - | 107 5 0 |
| Blairgowrie | F.C. 8 | - - - | - - - | 8 13 3½ | 1,061 1 8 |
| Blairgowrie | Par. 5 | - - - | - - - | 7 10 0 | 632 0 0 |
| Blairgowrie, St. Catherine's | Epis. 3 | - - - | - - - | - - - | 285 10 0 |
| Blairgowrie, (Union Place) | Undl. 5 | - - - | - - - | - - - | 72 10 0 |
| Blairingone | Estab. Ch. 3 | 115 0 0 | 1849 | 3 1 5½ | 137 16 8 |
| ,, | ,, | 11 0 0 | 1857 | | |
| Braco, Subscription School | Undl. 4 | - - - | - - - | 1 2 0 | |
| Breadalbane (Aberfeldy) | F.C. 8 | - - - | - - - | 7 14 0¾ | 1,110 19 8 |
| Bridge of Earn, Industrial | F.C. 5 | 50 0 0 | 1848 | 2 10 0 | 717 18 4 |
| Callander | F.C. 5 | - - - | - - - | - - - | 1,105 2 6 |
| Camaghowran | G.A. 5 | - - - | - - - | 1 12 0¾ | 28 17 6 |
| Cargill | Par. 6 | - - - | - - - | - - - | 22 10 0 |
| Clunie | Par. 7 | - - - | - - - | 2 10 0 | 81 5 0 |
| Collace | Par. 5 | - - - | - - - | - - - | 118 13 4 |
| Comrie | Par. 6 | - - - | - - - | - - - | 3 15 0 |
| Comrie | F.C. 8 | 100 0 0 | 1860 | 1 18 4 | 32 10 0 |
| Comrie, Infant and Female Indust. S. | 4 | 150 0 0 | 1860 | - - - | 49 6 8 |
| Craig Mill | F.C. 8 | - - - | - - - | - - - | 164 8 4 |
| Cray | F.C. 10 | - - - | - - - | 1 6 8¾ | 11 5 0 |
| Crieff, Female Industrial | Estab. Ch. 6 | - - - | - - - | 2 10 0¾ | 33 15 0 |
| Crieff | F.C. 8 | - - - | - - - | - - - | 57 1 8 |
| Crieff, St. Michael's | Epis. 3 | - - - | - - - | 2 4 2¾ | 89 15 10 |
| Crieff, Taylor's Institution | Undl. 6 | - - - | - - - | 2 5 9 | 354 15 0 |
| ,, | ,, | - - - | - - - | *a*12 13 4 | |
| Culross, Parish and Burgh School | ,, 6 | - - - | - - - | 3 16 10½ | 779 11 8 |
| Culross, Geddes | Undl. 8 | - - - | - - - | 15 3 11½ | 645 5 0 |
| Deanston Works | F.C. | - - - | - - - | 8 6 8½ | |
| Doune | F.C. 5 | 245 1 7 | 1854 | 14 4 8 | 646 15 0 |
| ,, | ,, | 170 0 0 | 1859 | | |
| Dowally | Par. | - - - | - - - | 4 15 10 | |
| Dull | Par. 6 | - - - | - - - | - - - | 53 2 6 |
| Dunblane | F.C. 5 | - - - | - - - | 6 16 8½ | 447 7 6 |
| Dunblane, St. Mary's | Epis. 3 | - - - | - - - | - - - | 183 6 8 |
| Dunblane | Par. 6 | - - - | - - - | 13 5 8½ | 487 5 0 |
| Dunkeld (Duchess of Atholl's Industrial School) | 5 | - - - | - - - | 6 18 5½ | 249 0 0 |
| Dunkeld, Little | Par. 6 | - - - | - - - | - - - | 100 0 0 |
| Dunkeld, Royal | Estab. Ch. 5 | - - - | - - - | 4 4 3 | 302 16 8 |
| Dunning | F.C. 4 | - - - | - - - | 3 19 0 | 46 8 4 |
| Dunning | Par. 6 | - - - | - - - | - - - | 46 10 0 |
| Dunning, Female School | 6 | - - - | - - - | - - - | 2 10 0 |
| Errol | F.C. 4 | - - - | - - - | 3 19 10½ | 649 10 10 |
| Erroll, Female Industrial | Estab. Ch. 5 | 470 0 | 1856 | 6 1 6½ | 184 11 8 |

*a* Scientific apparatus.

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|---|---|---|---|---|---|
| PERTHSHIRE—*cont.* | | | | | |
| Forgandenny, Path of Condie | G.A. | 30 0 0 | 1840 | | |
| " | " | 10 0 0 | 1850 | | |
| Gartmore School of Industry | Estab. Ch. 6 | | | | 10 16 8 |
| Gartmore | F.C. 5 | 86 0 0 | 1848 | 1 13 4½ | 89 16 8 |
| Gilmerton | G.A. | *80 0 0 | 1839 | | |
| Greenloaning, Subscription | 5 | | | | 47 10 0 |
| Inchture | Par. 6 | | | 6 11 7 | 448 6 8 |
| Innerpeffray | Epis. | | | 1 13 4 | |
| Killichonan | G.A. 6 | | | | 138 15 0 |
| Killin | F.C. 8 | | | | 49 11 8 |
| Killin Parish School | 5 | | | 2 5 10½ | 100 16 8 |
| Kilmadock | Par. 6 | | | | 148 10 0 |
| Kiltyrie | F.C. 8 | | | 2 15 7 | 150 15 0 |
| Kinbuck, Village | G.A. 6 | | | 2 1 8½ | 175 2 6 |
| Kincardine and Tulliallan Educational Association School | 6 | | | | 75 0 0 |
| Kincardine, Subscription | F.C. 8 | 200 0 0 | 1841 | | 51 13 4 |
| " | " | 100 0 0 | 1841 | | |
| Kincardine on Forth (Baroness Keith's) | Undl. 6 | | | | 390 11 8 |
| Kincardine (in Monteith) | Par. 5 | | | | 276 6 8 |
| Kinfauns | F.C. 4 | | | 6 13 4½ | 271 18 4 |
| Kinloch Rannoch, Parliamentary School | 5 | *100 0 0 | 1839 | | 85 0 0 |
| Kinnaird | Par. 6 | | | 5 3 5½ | 419 15 0 |
| Kinnoull | Par. 6 | | | 13 13 7 | 213 5 0 |
| Kirkmichael | Par. 6 | | | | 45 0 0 |
| Kirkmichael | F.C. 8 | | | 3 0 0½ | 209 11 8 |
| Lawers | F.C. 8 | | | | 23 15 0 |
| Loch Earn Head | F.C. 8 | | | 1 17 6½ | 309 0 0 |
| Loch Earn Head | G.A. 6 | | | | 197 18 4 |
| Logie | Par. 3 | | | 1 2 9½ | 127 10 0 |
| Logierait | F.C. 8 | | | | 150 16 8 |
| Martins, St. | Par. | | | 2 1 8½ | |
| Meikleour | Sess. 6 | | | 1 12 1 | 130 15 0 |
| Methven | Par. 6 | | | 1 4 8 | 78 18 4 |
| Methven | F.C. 8 | 74 0 0 | 1848 | 4 18 5½ | 288 8 4 |
| Methven, United Presbyterian | 7 | | | | 293 10 0 |
| Monzievaird and Strowan | Par. 6 | 130 0 0 | 1860 | 6 12 4 | 378 15 0 |
| " | " | | | *a*12 13 4 | |
| Moulin | Par. 7 | | | | 302 15 0 |
| Muchart | Par. 6 | | | | 89 11 8 |
| Muthill | F.C. 8 | 151 0 0 | 1850 | 3 8 4 | 239 10 0 |
| Perth, Cathedral, Free | Epis. 3 | | | | 14 15 10 |
| Perth, East Parish, Congregational | | | | 16 13 0½ | 922 1 0 |
| " | " | | | *a*12 13 4 | |
| Perth, East Parish, Female Industrial School | 6 | | | | 201 8 2 |
| Perth, Infant | Undl. 6 | *150 0 0 | 1837 | 5 9 7 | 831 15 0 |
| Perth (Ladies) House of Refuge | 10 | | | 1 13 4 | 445 14 1 |
| Perth, Middle Parish | Sess. 5 | *600 0 0 | 1839 | 3 13 8 | 870 5 0 |
| Perth, New Row | Undl. 6 | *200 0 0 | 1837 | 2 15 5 | 860 10 0 |
| Perth, Sharpe's Trust Educational Institution | 4 | | | | 17 10 0 |
| Perth, St. John's | R.C. 4 | 528 8 0 | 1861 | 12 1 8 | 83 10 0 |
| Perth, St. Leonard's | F.C. 4 | | | 6 6 7½ | 806 10 0 |
| Perth, St. Ninian's | Epis. 3 | | | | 159 18 4 |
| Perth Boys' School of Industry | 5 | | | 1 3 1½ | 73 2 11 |
| Perth, Female Reformatory | | | | 1 3 4 | |
| Perth, Knox's Territorial | F.C. 4 | 297 0 0 | 1860 | | 454 1 8 |
| Perth (Stewart's), Free Trades' Sch. | 6 | | | 12 0 10½ | 436 15 0 |
| Perth, Watergate | Undl. 6 | *200 0 0 | 1837 | 10 14 0½ | 1,119 11 8 |
| " | " | 105 0 0 | 1857 | | |
| Perth, West Church | Sess. 6 | *500 0 0 | 1838 | 3 15 5½ | 309 3 4 |
| Perth, West Church | F.C. 4 | 320 0 0 | 1849 | 23 10 7½ | 1,774 0 0 |
| " | " | | | *a*13 1 0 | |
| Perth, Congregational | F.C. 4 | | | 5 16 5½ | 259 0 0 |
| " | G.A. 5 | 89 0 0 | 1850 | | 578 18 4 |
| " | Parl. 7 | | | | 22 10 0 |

*a* Scientific apparatus.

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|---|---|---|---|---|
| | £ s. d. | | £ s. d. | £ s. d. |
| **Perthshire—*cont.*** | | | | |
| Rattray - - - - Par. 5 | - - - | - - - | - - - | 149 8 4 |
| Ruskie - - - - G.A. | *43 0 0 | 1839 | | |
| Ruthvenfield - - Estab. Ch. 6 | - - - | - - - | 1 5 10 | 11 0 0 |
| Scone, Congregational - - F.C. 2 | - - - | - - - | 6 3 7½ | 356 10 0 |
| Stanley, Auxiliary - - Par. 5 | - - - | - - - | 3 7 10½ | 77 12 6 |
| Stanley - - - - - F.C. 4 | 110 0 0 | 1849 | 9 6 7½ | 604 9 2 |
| " - - - - " | 31 2 0 | 1855 | | |
| Strathbrand - - - F.C. 8 | 90 0 0 | 1849 | 3 9 2 | 266 13 4 |
| Strathlock - - - G.A. 6 | - - - | - - - | - - - | 240 5 0 |
| Strone of Cally - - - G.A. 6 | 104 17 10 | 1859 | 1 14 8½ | 124 5 0 |
| Strowan, Society's - - G.A. 6 | - - - | - - - | 6 1 2 | 254 3 4 |
| Tenandry - - - Par. | *33 0 0 | 1840 | | |
| Thornhill - - - - G.A. 3 | - - - | - - - | 1 10 0 | 90 0 0 |
| Thornhill, Easter Subscription - Undl. 3 | 90 0 0 | 1849 | 3 9 2 | 164 6 8 |
| Tomcraggach - - - G.A. | - - - | - - - | 1 0 10½ | |
| Trinity Gask - - - Par. 6 | - - - | - - - | 2 11 3 | 256 0 0 |
| Tullialian - - - Par. 6 | - - - | - - - | - - - | 285 0 0 |
| Tullibardine - - - G.A. 6 | - - - | - - - | 2 0 11½ | 89 18 4 |
| Woodside - - - - F.C. 4 | - - - | - - - | 5 15 7½ | 146 5 0 |
| **Renfrewshire.** | | | | |
| Barrhead - - - - G.A. | - - - | - - - | 5 6 8½ | |
| Barrhead - - - - R.C. 8 | - - - | - - - | 4 11 8½ | 68 16 7 |
| Bishopton - - - F.C. 4 | - - - | - - - | 2 0 0½ | 97 15 0 |
| Bridge of Weir - - - G.A. | *375 0 0 | 1840 | | |
| Busby, Day and Evening - Undl. 2 | - - - | - - - | 10 3 3 | 584 19 2 |
| Cathcart - - - - Par. 3 | - - - | - - - | 7 11 3 | 474 4 6 |
| Crossmyloof Subscription School - 7 | - - - | - - - | 2 0 0 | 136 3 4 |
| Eaglesham, Female Industrial - Sess. 8 | 164 0 0 | 1859 | - - - | 54 0 0 |
| Eaglesham - - - - Par. 8 | - - - | - - - | - - - | 21 5 0 |
| Eastwood - - - - Par. 8 | - - - | - - - | 9 5 2½ | 205 10 0 |
| Gourock - - - - F.C. 4 | - - - | - - - | - - - | 221 10 0 |
| Gourock, Infant - - - 5 | - - - | - - - | 3 10 0 | 2 10 0 |
| Greenock, East - - - Epis. 12 | - - - | - - - | - - - | 718 14 2 |
| Greenock, Ann Street - - Sess. 2 | - - - | - - - | 3 7 0 | 84 9 2 |
| Greenock, Female Sch. of Industry 2 | - - - | - - - | - - - | 30 10 0 |
| Greenock, Free Middle Church District Mission - - - 5 | - - - | - - - | 3 10 0 | 5 0 0 |
| Greenock, Gaelic Church - Sess. | - - - | - - - | - - - | 37 10 0 |
| Greenock, Gaelic Church, Female Industrial - - - 7 | - - - | - - - | 4 11 8 | 81 18 4 |
| Greenock (Highlanders' Academy) - - - Undl. 4 | *600 0 0 | 1837 | 22 6 6½ | 397 16 8 |
| " - - - " | 550 0 0 | 1843 | | |
| Greenock, Middle Parish - " - G.A. | *120 0 0 | 1839 | | |
| Greenock, Ragged School - - - 4 | 1,000 0 0 | 1858 | 2 6 9½ | 467 12 8 |
| Greenock, St. Andrew's - - G.A. | *190 0 0 | 1837 | | |
| Greenock, St. John's West - - Epis. 12 | *80 0 0 | 1839 | 2 4 3 | 74 10 0 |
| Greenock, St. Mary's - - R.C. 4 | - - - | - - - | - - - | 28 6 8 |
| Greenock, South Parish - - G.A. | *200 0 0 | 1837 | | |
| Houshill, Endowed - - G.A. 2 | - - - | - - - | 6 13 3½ | 392 15 0 |
| Houston - - - - F.C. 4 | 213 0 0 | 1850 | 12 11 7½ | 677 0 10 |
| Houston and Killellan - - Par. 2 | - - - | - - - | 3 7 11½ | 492 6 8 |
| Hurlet and Nitshill Public School - - - Estab. Ch. 7 | 777 0 0 | 1861 | 6 10 0 | 79 16 8 |
| Inkerman - - - - F.C. 4 | - - - | - - - | 3 9 2 | 27 18 4 |
| Johnstone Ragged School - - - | 205 4 0 | 1861 | | |
| Kilbarchan, Female - - Undl. 2 | - - - | - - - | - - - | 214 0 0 |
| Kilbarchan - - - - Par. 3 | - - - | - - - | - - - | 60 13 4 |
| Kilmalcolm - - - - Par. 8 | - - - | - - - | 3 0 11½ | 110 15 0 |
| Ladyburn, Subscription - - F.C. 4 | - - - | - - - | 2 10 0½ | 260 7 6 |
| Linwood Subscription School - - 2 | - - - | - - - | 2 17 11 | 36 15 0 |
| Lochwinnoch - - - - Par. 1 | - - - | - - - | 3 9 2½ | 346 15 0 |
| Lochwinnoch, Howwood School - - | 318 0 0 | 1861 | 4 9 7½ | |
| Lochwinnoch, Female Industrial - 1 | - - - | - - - | 3 19 2½ | 225 15 0 |
| Mearns - - - - Par. 2 | - - - | - - - | - - - | 541 15 10 |
| Nitshill - - - - R.C. 8 | - - - | - - - | - - - | 30 8 2 |
| Oswald - - - - F.C. 3 | - - - | - - - | 6 11 4 | 195 16 8 |

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| | Amount. | Date of Payment. | | |
| **Renfrewshire—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Paisley, Abbey Parish, Newtown Dist. Par. 3 | - - - | - - - | 10 1 4 | 380 13 4 |
| " " " " | - - - | - - - | *a* 9 13 4 | |
| Paisley, Abbey Parish, Cardonald Sch. 3 | - - - | - - - | - - - | 124 10 0 |
| Paisley, Abbey (The Dickson School) 3 | 50 0 0 | 1849 | - - - | 316 1 8 |
| Paisley, Abbey Parish (Quarrelton) School - - - - 3 | - - - | - - - | - - - | 213 3 4 |
| Paisley (Carbrook Street) - - Sess. 3 | *700 0 0 | 1836 | 3 16 0 | 717 19 2 |
| Paisley (Causeyside Street) - Sess. 1 | - - - | - - - | 1 8 0 | 539 11 8 |
| Paisley, Free High Church Congregational - - - F.C. 4 | - - - | - - - | - - - | 97 1 8 |
| Paisley (George Street) - - Scss. 3 | 240 0 0 | 1861 | 9 0 11 | 460 8 4 |
| Paisley, Hunter Street, Female Industrial - - - - 2 | - - - | - - - | 1 10 4 | 28 8 4 |
| Paisley (Neilson) Educational Institution - - - - 1 | - - - | - - - | *a* 24 8 0 | 1,399 15 0 |
| Paisley, Newtown, Infants - G.A. 2 | 150 0 0 | 1841 | 5 1 9 | 178 4 2 |
| Paisley, Miss Stowe's School for Moral and Industrial Training - 4 | 359 0 0 | 1854 | 11 10 1 | 821 8 4 |
| Paisley, Ragged School - Undl. 2 | - - - | - - - | 2 16 8 | 10 15 0 |
| Paisley, Ragged, and Industrial Reformatory - - - - 2 | - - - | - - - | - - - | 843 11 0 |
| Paisley, St. George's - - F.C. | - - - | - - - | 3 5 0 | |
| Paisley (Stevenson Street) - F.C. 4 | 216 0 0 | 1848 | 7 2 8 | 64 15 0 |
| Pollokshaws, Industrial - - Undl. 3 | 583 0 0 | 1857 | 10 13 4½ | 259 16 8 |
| " " - - " | 128 0 0 | 1861 | - - - | |
| Pollokshaws, Burgh - - Undl. 2 | - - - | - - - | 2 10 0 | 619 3 11 |
| Port Glasgow, Female Industrial G.A. | - - - | - - - | 6 9 10½ | |
| Port Glasgow, Burgh School - - 2 | - - - | - - - | - - - | 22 0 0 |
| Port Glasgow, New Parochial - - | 400 0 0 | 1841 | 3 13 4 | |
| " " " " - - | 150 0 0 | 1845 | | |
| Port Glasgow " " " - Epis. 12 | - - - | - - - | 5 5 4½ | 284 18 4 |
| Port Glasgow, Industrial - - - 1 | - - - | - - - | - - - | 230 8 4 |
| Port Glasgow, Juvenile - - F.C. 4 | - - - | - - - | - - - | 288 13 4 |
| Renfrew, Grammar and Blythswood Testimonial School - - | - - - | - - - | 4 15 10 | |
| Renfrew, Old Burgh, Boys (High Street) - - - - - 2 | - - - | - - - | 4 7 8½ | 250 11 8 |
| Renfrew, Old Burgh, Female (Fulbar Street) - - Undl. 2 | - - - | - - - | 1 10 0 | 102 0 0 |
| Seedhills - - - - Scss. | - - - | - - - | 1 3 4 | |
| Thornliebank - - - - S. 7 | - - - | - - - | - - - | 7 10 0 |
| Titwood Colliery - - Undl. | - - - | - - - | 2 11 7 | |
| Undercraig Estab. Ch. School - - | - - - | - - - | 2 1 8½ | |
| Uplamoor, Public School - - - 3 | - - - | - - - | 4 0 5 | 101 7 6 |
| **Ross and Cromarty Shires.** | | | | |
| Achadesdale - - - - F.C. | 90 0 0 | 1850 | | |
| Achnagait - - - - G.A. 5 | - - - | - - - | - - - | 365 8 4 |
| Alness - - - - F.C. 6 | - - - | - - - | - - - | 83 15 0 |
| Ardross - - - - F.C. 6 | - - - | - - - | 1 10 0 | 35 10 0 |
| Arpafeelie - - - - Epis. 9 | - - - | - - - | - - - | 121 13 4 |
| Aultbea - - - - G.A. 5 | - - - | - - - | - - - | 99 17 6 |
| Bridgend of Alness - - - F.C. 6 | - - - | - - - | - - - | 16 5 0 |
| Bualnaluip - - - - F.C. | - - - | - - - | 1 9 11½ | |
| Conon - - - - F.C. 6 | - - - | - - - | - - - | 329 3 4 |
| Contin - - - - Par. 5 | - - - | - - - | - - - | 64 10 0 |
| Cromarty - - - - F.C. 6 | 95 10 0 | 1852 | 11 18 9½ | 547 9 2 |
| Cromarty - - - - Par. 5 | - - - | - - - | - - - | 62 0 0 |
| Culish - - - - F.C. 3 | - - - | - - - | 2 18 8 | 274 9 2 |
| Cullicudden - - - - F.C. 6 | - - - | - - - | 5 14 1½ | 490 6 8 |
| Dibaig - - - - F.C. | - - - | - - - | 1 16 4 | |
| Dingwall - - - - F.C. 6 | - - - | - - - | 22 18 8 | 722 10 0 |
| Drum-an-Darach School - - - | - - - | - - - | 2 0 0½ | |
| Edderton - - - - F.C. 6 | - - - | - - - | 3 6 8 | 432 0 0 |
| Ferrintosh - - - - F.C. 6 | 90 0 0 | 1849 | 2 1 8½ | 97 1 8 |
| Gairloch - - - - Par. 9 | - - - | - - - | - - - | 68 15 0 |
| Highfield - - - - Epis. 8 | - - - | - - - | - - - | 320 5 0 |
| Inverasdale - - - - F.C. 6 | - - - | - - - | - - - | 17 10 0 |

*a* Scientific apparatus.

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| | £ s. d. | | £ s. d. | £ s. d. |
| **Ross and Cromarty Shires—** *cont.* | | | | |
| Invergordon - - - - F.C. 6 | 133 0 0 | 1847 | 3 5 9½ | 574 6 8 |
| Jemimaville - - - - F.C. 6 | - - - | - - - | - - - | 25 0 0 |
| Killearnan - - - - F.C. 6 | - - - | - - - | 8 4 2 | 549 3 4 |
| Kilmuir Easter - - - - Par. 5 | - - - | - - - | - - - | 303 17 6 |
| Kincardine - - - - Par. 10 | - - - | - - - | - - - | 327 15 0 |
| Kincardine, Congregational - F.C. 6 | - - - | - - - | - - - | 207 10 0 |
| Knockbain - - - - Par. 5 | - - - | - - - | 6 0 10½ | 628 19 2 |
| Laid, Parliamentary School - - | - - - | - - - | 4 4 0½ | |
| Logie Easter - - - - Par. | - - - | - - - | 1 9 10 | |
| Maryburgh - - - - F.C. 6 | 295 0 0 | 1860 | - - - | 40 5 0 |
| Mossfield, Gaelic Association School - 5 | - - - | - - - | - - - | 147 5 0 |
| Muirton - - - - G.A. 8 | - - - | - - - | 1 10 0 | 48 15 0 |
| Openham - - - - F.C. | - - - | - - - | 1 19 0½ | |
| Plockton - - - - F.C. 6 | - - - | - - - | 5 0 0½ | 98 16 8 |
| Pool Ewe, Agricultural School - - | 90 0 0 | 1850 | 1 10 0 | |
| Rosemarkie - - - - F.C. 5 | 100 0 0 | 1854 | 4 0 0 | 214 3 4 |
| Stornoway, Female, Educational and Industrial - - Undl. 8 | - - - | - - - | - - - | 150 6 8 |
| Stornoway - - - - G.A. 8 | - - - | - - - | - - - | 167 15 0 |
| Stornoway - - - - F.C. 8 | 159 0 0 | 1852 | 8 0 4½ | 721 14 2 |
| Strathconan, Lady Balfour's - - 6 | - - - | - - - | - - - | 34 0 0 |
| Tain - - - - F.C. 6 | - - - | - - - | 3 15 0 | 230 16 8 |
| Tarbat - - - - F.C. 6 | - - - | - - - | 6 7 4 | 421 0 0 |
| Ullapool - - - - F.C. 6 | 87 0 0 | 1851 | 7 0 8½ | 191 5 0 |
| " - - - - " | 100 0 0 | 1860 | | |
| **Roxburghshire.** | | | | |
| Bowden - - - - Par. 12 | - - - | - - - | - - - | 74 3 4 |
| Fairnington - - - - G.A. 12 | 60 0 0 | 1848 | - - - | 148 10 0 |
| Galashiels - - - - Epis. 12 | - - - | - - - | - - - | 219 0 10 |
| Galashiels - - - - R.C. 2 | - - - | - - - | 3 6 7½ | 254 8 4 |
| Gattonside, Village School - - | 123 0 0 | 1857 | 5 10 0½ | |
| Hawick, St. Cuthbert's - - Epis. 12 | - - - | - - - | 2 3 7½ | 350 13 4 |
| Hawick Elementary Parish Sch. - - 12 | - - - | - - - | - - - | 16 10 0 |
| Hawick and Wilton, Boys and Girls Industrial School - - | 685 14 4 | 1859 | | |
| Jedburgh, St. John's - - Epis. 12 | 269 9 6 | 1858 | 10 13 9½ | 677 19 2 |
| " - - - " | 10 0 0 | 1859 | | |
| Jedburgh, Infant - - - G.A. 12 | - - - | - - - | - - - | 99 13 4 |
| Jedburgh - - - - Sess. 12 | - - - | - - - | - - - | 20 16 8 |
| Jedburgh, United Burgh - - Par. 12 | - - - | - - - | - - - | 73 11 8 |
| Longnewton, (Ancrum) Endowed - 12 | - - - | - - - | - - - | 28 15 0 |
| Melrose, Congregational - - F.C. 2 | - - - | - - - | 6 9 11½ | 484 7 6 |
| Melrose - - - - Par. 12 | - - - | - - - | 5 8 5 | 161 10 0 |
| Newmills - - - - S. 12 | - - - | - - - | - - - | 17 10 0 |
| Roxburgh - - - - Par. 12 | - - - | - - - | - - - | 32 15 0 |
| Smailholm - - - - F.C. 2 | - - - | - - - | 2 10 0 | 235 16 8 |
| Wilton (Hope Park) - - Epis. 12 | - - - | - - - | - - - | 122 1 8 |
| Yetholme, Kirk - - - G.A. 12 | 80 0 0 | 1843 | 2 12 6 | 259 11 8 |
| " " - - - " | 37 0 0 | 1856 | | |
| Yetholme (Town) Girls' School - 12 | 66 0 0 | 1847 | 2 16 8½ | 175 18 4 |
| " " " - " | 27 0 0 | 1856 | | |
| **Selkirkshire.** | | | | |
| Gala, Subscription - Undl. 12 | 200 0 0 | 1848 | - - - | 743 10 0 |
| Galashiels (High Street) - - Par. 12 | - - - | - - - | - - - | 592 10 0 |
| Galashiels, St. Peter's - - Epis. | 450 0 0 | 1860 | 3 15 1½ | |
| **Stirlingshire.** | | | | |
| Airth - - - - Par. 3 | - - - | - - - | 4 0 0½ | 136 6 8 |
| Alva, Girls - - - Undl. 4 | - - - | - - - | - - - | 2 10 0 |
| Alva, Infant - - - G.A. 4 | 116 10 0 | 1841 | - - - | 80 3 4 |

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| **Stirlingshire—*cont.*** | | | | |
| Alva, Subscription - - Undl. 3 | 140 0 0 | 1843 | 1 12 6½ | 155 11 8 |
| " " - - " | 57 0 0 | 1858 | | |
| Auchenbowie and Plean School - " 4 | - - - | - - - | 2 7 1½ | 3 15 0 |
| Bainsford, Self-supporting - Undl. 3 | - - - | - - - | 20 0 10½ | 406 14 4 |
| Bannockburn, Subscription - Undl. 3 | - - - | - - - | 5 0 0 | 413 0 0 |
| Bannockburn - - - F.C. 8 | - - - | - - - | - - - | 15 0 0 |
| Banton, Subscription School - - | 40 0 0 | 1841 | | |
| Bonnybridge, Subscription - - | - - - | - - - | 2 6 11 | |
| Bridge of Allan - - - F.C. 4 | - - - | - - - | 2 14 0½ | 409 6 8 |
| Brighton in Polmont - - F.C. | 143 0 0 | 1849 | 1 16 4¾ | |
| " " - - " | 82 10 0 | 1858 | | |
| Bucklyvie, Subscription School - - | - - - | - - - | 3 5 4½ | |
| Carronshore - - - G.A. 3 | *190 0 0 | 1839 | - - - | 72 0 0 |
| Dalmary - - - Sess. 3 | 110 0 0 | 1858 | 1 16 9½ | 106 13 4 |
| Denny - - - Par. 3 | - - - | - - - | - - - | 571 1 8 |
| Drymen, Industrial - - - 3 | - - - | - - - | 2 19 0 | 90 0 0 |
| Dunnipace - - - F.C. 4 | - - - | - - - | 6 6 8½ | 306 6 8 |
| Falkirk - - - F.C. 4 | 297 16 8 | 1854 | 4 17 0½ | 544 10 0 |
| Falkirk - - - Par. 3 | - - - | - - - | 10 15 11½ | 306 0 0 |
| Falkirk, Ragged and Industrial - - 3 | - - - | - - - | - - - | 47 18 11 |
| Falkirk, St. Francis - - - R.C. 2 | - - - | - - - | 1 16 7½ | 272 8 4 |
| Fintry - - - Par. 3 | - - - | - - - | - - - | 110 0 0 |
| Fintry, Female - - - Par. | - - - | - - - | - - - | 7 10 0 |
| Gargunnock - - - Par. 3 | - - - | - - - | 1 13 4 | 58 15 0 |
| Grangemouth, Subs. - - Undl. 3 | - - - | - - - | 9 8 3½ | 393 3 4 |
| Haggs - - - G.A. 3 | *80 0 0 | 1837 | - - - | 119 5 0 |
| - - - " | 33 0 0 | 1840 | | |
| Hurlet and Campsie Alum Company's - - - Undl. 3 | - - - | - - - | - - - | 100 6 8 |
| Killearn - - - F.C. 4 | - - - | - - - | - - - | 107 0 0 |
| Kilsyth, Female - - - G.A. 3 | - - - | - - - | 1 1 4 | 249 8 4 |
| Kippen - - - - F.C. 5 | 106 13 7 | 1859 | 2 7 0 | 94 8 4 |
| Kirklane - - - - F.C. 4 | - - - | - - - | 2 13 4 | 161 10 10 |
| Larbert - - - - F.C. 3 | 130 0 0 | 1850 | 19 14 2 | 360 10 0 |
| Larbert - - - - Par. 3 | - - - | - - - | 8 5 5½ | 588 1 8 |
| Larbert Village - - Estab.Ch. 3 | 207 0 0 | 1858 | - - - | 165 11 8 |
| Lennoxtown, New Subscription Sch. - - - Estab.Ch. 3 | *280 0 0 | 1839 | - - - | 47 0 0 |
| Lennoxtown Oswald - Estab.Ch. 4 | 288 0 0 | 1859 | - - - | 33 15 0 |
| Milngavie, Subs. - - - - 3 | - - - | - - - | - - - | 13 15 0 |
| Plean, East, Subs. - - - - 3 | - - - | - - - | - - - | 16 5 0 |
| Polmont, Female School - - - 3 | - - - | - - - | - - - | 60 11 8 |
| Polmont - - - - Par. 3 | - - - | - - - | - - - | 117 19 2 |
| Polmont - - - - F.C. 4 | - - - | - - - | - - - | 506 11 8 |
| Redding - - - - G.A. 3 | - - - | - - - | - - - | 322 8 4 |
| St. Ninian's - - - Par. 3 | - - - | - - - | - - - | 298 5 0 |
| Slamannan - - - - Par. | - - - | - - - | 3 6 8 | |
| Slamannan - - - F.C. 3 | 180 0 0 | 1854 | 9 4 3 | 360 9 2 |
| " " - - " | - - - | - - - | *a*8 6 8 | |
| Stirling (Murray Place), Infants Undl. 4 | - - - | - - - | 7 2 4 | 350 18 4 |
| Stirling - - - - Epis. 3 | - - - | - - - | 4 19 9 | 336 0 0 |
| Stirling, Allan's - - Undl. 3 | - - - | - - - | 15 8 4 | 481 5 10 |
| Stirling Reformatory - - - 4 | - - - | - - - | - - - | 259 18 0 |
| Stirling, St. Mary's - - R.C. 2 | - - - | - - - | 5 0 0 | 335 10 0 |
| Strathblane School of Industry - " 3 | - - - | - - - | - - - | 24 10 0 |
| Tillicoultry - - - F.C. 8 | - - - | - - - | - - - | 61 5 0 |
| **Sutherlandshire.** | | | | |
| Armadale - - - G.A. | - - - | - - - | - - - | 185 0 0 |
| Altass-Roschall - - F.C. | - - - | - - - | 2 3 4½ | |
| Backies - - - G.A. 6 | - - - | - - - | - - - | 42 10 0 |
| Brora - - - G.A. 6 | - - - | - - - | 1 11 1 | 200 8 4 |
| Clyne - - - F.C. 6 | - - - | - - - | 9 5 10½ | 389 10 10 |
| Clyne - - - Par. 6 | - - - | - - - | 1 17 6 | 132 8 4 |
| Creich - - - Par. 6 | - - - | - - - | 1 18 9½ | 656 8 4 |
| Creich, Congregational - - F.C. 5 | - - - | - - - | 5 18 4 | 335 3 4 |
| Dalnambreac - - - G.A. 6 | - - - | - - - | - - - | 137 2 6 |
| Doll School - - - - | - - - | - - - | 1 1 0 | |

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| **SUTHERLANDSHIRE—*cont.*** | £ s. d. | | £ s. d. | £ s. d. |
| Dornoch - - - - F.C. 5 | - - - | - - - | 5 18 0½ | 411 13 4 |
| Dornoch - - - - Par. 6 | - - - | - - - | 2 1 1 | 431 17 6 |
| " - - - - " | - - - | - - - | *a*12 11 0 | |
| Durine - - - - G.A. 6 | - - - | - - - | - - - | 333 15 10 |
| Durness, Congregational - - F.C. 6 | - - - | - - - | 3 6 7½ | 78 6 8 |
| Eddrachilles (Scourie) - - F.C. 5 | - - - | - - - | 2 5 10½ | 116 5 0 |
| Embo - - - - F.C. 5 | - - - | - - - | 2 5 0 | 19 11 8 |
| Golspie - - - - F.C. 5 | - - - | - - - | - - - | 414 16 8 |
| Golspie - - - - Par. | - - - | - - - | 9 4 0 | 189 6 8 |
| Helmsdale - - - - F.C. 6 | - - - | - - - | 2 10 9 | 321 5 10 |
| Kildonan - - - - Par. 6 | - - - | - - - | 4 0 10½ | 442 3 4 |
| Kinloch Cervie - - - - Par. 6 | - - - | - - - | - - - | 29 3 4 |
| Knockarthur - - - - G.A. 8 | - - - | - - - | - - - | 86 5 0 |
| Lairg Gruids - - - - G.A. | - - - | - - - | - - - | 51 5 0 |
| Lochinver - - - - G.A. 6 | - - - | - - - | - - - | 41 10 0 |
| Loth - - - - - Par. 6 | - - - | - - - | 1 12 6 | 167 5 0 |
| Melvich - - - - G.A. 8 | - - - | - - - | - - - | 76 5 0 |
| Port Gower - - - - G.A. 6 | - - - | - - - | - - - | 53 15 0 |
| Proncy-Croy - - - - G.A. 6 | - - - | - - - | - - - | 42 18 4 |
| Rogart - - - - - Par. 6 | - - - | - - - | - - - | 82 5 0 |
| Rogart (Culdrean) - - - F.C. 6 | - - - | - - - | 2 18 4 | 98 8 4 |
| Rogart (Torbreck) - - - F.C. 5 | - - - | - - - | - - - | 37 1 8 |
| Skerray - - - - G.A. 8 | - - - | - - - | - - - | 43 10 0 |
| Skerray - - - - F.C. 6 | - - - | - - - | - - - | 22 15 0 |
| Skibo - - - - G.A. 6 | - - - | - - - | - - - | 313 15 0 |
| Stoer - - - - F.C. | - - - | - - - | 1 3 0 | |
| Strathalladale - - - - G.A. 8 | - - - | - - - | - - - | 58 15 0 |
| Strath of Tongue - - - F.C. | - - - | - - - | 2 18 2 | |
| Talmine - - - - G.A. | - - - | - - - | - - - | 73 15 0 |
| **WIGTONSHIRE.** | | | | |
| Ardwell, Female - - - Par. | - - - | - - - | 2 10 0½ | |
| Cairn Ryan - - - - F.C. 12 | - - - | - - - | 1 0 0½ | 35 0 0 |
| Cairn Ryan - - - - G.A. 12 | - - - | - - - | - - - | 45 5 0 |
| Challock (Newton Stewart) - - 11 | - - - | - - - | 1 3 4 | 152 10 0 |
| Drochduil, Subscription - - - 11 | - - - | - - - | 1 13 4 | 53 10 0 |
| Dunksey (Mrs. Hunter Blair's School) - - - - - 12 | *b*- - - | - - - | - - - | 9 3 4 |
| Enoch (Portpatrick) - - G.A. 12 | 60 0 0 | 1843 | 2 4 0½ | 160 16 8 |
| Garlieston, Pier Cottage, Countess of Galloway's - S. 4 | - - - | - - - | - - - | 34 5 0 |
| Glasserton - - - - Par. 11 | - - - | - - - | 6 3 3½ | 114 0 0 |
| Glenluce - - - - Par. 12 | - - - | - - - | 4 10 0 | 289 12 6 |
| Glenluce - - - - F.C. 11 | - - - | - - - | 3 9 3½ | 318 5 10 |
| Glen of Luce - - Estab. Ch. 11 | 238 10 0 | 1859 | 3 15 0½ | 26 13 4 |
| Grange and Killiemore District - Undl. 11 | - - - | - - - | - - - | 6 5 0 |
| Inch - - - - - F.C. 11 | - - - | - - - | - - - | 579 12 6 |
| Kirkmaiden - - - - F.C. 11 | - - - | - - - | 1 12 6 | 472 11 8 |
| Labrax - - - - G.A. | 90 0 0 | 1846 | | |
| Leswalt - - - - F.C. 11 | - - - | - - - | 4 7 4½ | 402 5 0 |
| Portpatrick - - - - F.C. 11 | - - - | - - - | 2 10 0½ | 237 17 6 |
| Port William, Sir William Maxwell's - - - - - 11 | - - - | - - - | - - - | 125 8 4 |
| Sorbie - - - - F.C. 12 | - - - | - - - | 3 12 3 | 189 1 10 |
| Sorbie - - - - Par. 11 | - - - | - - - | - - - | 121 0 0 |
| Stonykirk - - - - F.C. 11 | - - - | - - - | - - - | 13 15 0 |
| Stranraer - - - - F.C. 11 | 138 15 0 | 1852 | 19 2 6½ | 345 0 10 |
| Stranraer, Academy - - - | 465 0 0 | 1845 | | |
| Stranraer Industrial - Undl. 11 | - - - | - - - | - - - | 394 12 5 |
| Stranraer, Penny-a-Week Parochial School - - - - - - | - - - | - - - | 5 9 6½ | |

*a* Scientific apparatus.

*b* School has ceased to exist.

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For Her Majesty's Stationery Office.

ROYAL

# FIRST REPORT

BY THE

# COUNCIL OF MILITARY EDUCATION

ON

# ARMY SCHOOLS.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
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FOR HER MAJESTY'S STATIONERY OFFICE.

1862.

2957

# FIRST REPORT

BY THE

# COUNCIL OF MILITARY EDUCATION

ON

# ARMY SCHOOLS.

THE schools of the army having been, previously to March 1860, under the superintendence of an Inspector-General, an officer of the War Department, it was announced in War Office Circular, 566, of the 10th March 1860, that they would be transferred to the General Commanding-in-Chief, and be placed under the immediate supervision of the Council of Military Education. This change accordingly came into operation at the commencement of the last financial year, 1860–61, and the Council have now the honour to submit to His Royal Highness the General Commanding-in-Chief and the Secretary of State for War, their first Report of the condition and working of the schools.

In compiling it they have followed, as far as was possible, the arrangement adopted by Colonel Lefroy, in the last report of the schools, bearing date the 31st December 1858, in order that a comparison may the more readily be drawn between the state of the schools at that period and at the present.

In the Appendix will be found the Annual Reports of the assistant and local inspectors of schools.*

The assistant inspectors, three in number, have the inspectional charge allotted to them of the army schools in the

* The Report of the Superintendent of Schools for the Bombay Presidency was received too late for insertion with the other Annual Reports. It will be found at p. 131 of the Appendix. No Reports have been received from the Bengal and Madras Presidencies.

United Kingdom; the local inspectors are selected from the staff or regiments of large garrisons abroad, as Gibraltar, Malta, and Corfu, and have the inspectional charge of the schools of their respective stations, in addition to their other duties.

An Assistant Inspector of army schools has been recently appointed by the Government of India for the Madras Presidency, and Superintendents of schools, selected from the army schoolmasters, and granted the local rank of captain, perform the duties of inspection in the Presidencies of Bengal and Bombay.

The duties of the assistant and local inspectors consist generally in the inspection and examination of army schools, for the information of the higher authorities. It belongs, of course, to the inspector to offer such recommendations to military authorities on the spot, as may seem to him appropriate; but it is not within his province to issue anything of the nature of instructions, or to assume any other responsibility than that which is immediately connected with the duty of inspection. These observations are made with a view to obviate a misapprehension which has frequently arisen with respect to the duties of the inspectors, and which has tended to place them in a somewhat ambiguous position in their relations with commanding officers.

The Secretary of State for War having in February last called for reports from each of the assistant inspectors of schools, and from a few of the most experienced of the schoolmasters, on the effect of the various changes in the management of the regimental schools which had taken place since the system was first brought into operation, these reports are also published in Appendix II. They are to a high degree valuable and interesting, as showing the views of the working of the schools taken by those who are actually engaged in or who more immediately superintend the instruction. The report by the Council on the same subject being at present under the consideration of the authorities, its publication is for the present postponed.

## II.

### *State of Education in the Army.*

The following statement, showing the general condition of education in the army, has been deduced from returns received from the adjutant-general. The per-centage of

each class for the year 1858 in the last column is taken from Colonel Lefroy's report :—

| | Numbers returned. | Per Centage for 1860. | Per Centage reported in 1858. |
|---|---|---|---|
| Class 1. Can neither read nor write - | 34,884 | 18·95 | 20·5 |
| „ 2. Can read, but not write - | 36,283 | 19·72 | 18·8 |
| „ 3. Can read and write - - - | 99,145 | 53·89 | 56·0 |
| „ 4. Have a superior degree of education, | 13,692 | 7·44 | 4·7 |
| | — | 100·00 | 100·0 |

In the above returns there were 33,358 men, of whom no report had been received.

Grouping together classes 1 and 2, for 1860, it appears that for more than 38 per cent. of men in the ranks the most elementary education is required; and comparing the year 1860 with 1858, while there appears a considerable increase in the per-centage of those few who have advanced beyond mere reading and writing, the mass is evidently in much the same state with respect to education as was the case three years ago. The following table will show the proportion of "uneducated" among the several branches of the service, comprising under that term classes 1 and 2 above. A column is added, giving the proportions of the same classes in 1858, as shown in Colonel Lefroy's report :—

| | 1860. Classes 1 and 2, "uneducated." | 1858. Classes 1 and 2, "uneducated." |
|---|---|---|
| Cavalry - - - - - | 22·03 per cent. | 24·8 per cent. |
| Royal Artillery - - - - | 25·65 „ | 40·4 „ |
| Royal Engineers - - - | 5·36 „ | 3·0 „ |
| Military Train - - - | 42·37 „ | 32·6 „ |
| Foot Guards - - - - | 10·96 „ | 20·4 „ |
| Infantry of the Line - - | 45·62 „ | 44·6 „ |

Thus it appears that in the Royal Artillery the proportion of uneducated men has been reduced from 40 per cent. in 1858 to 25 per cent. in 1860; and in the Foot Guards the proportion has been reduced from 20 per cent. in 1858 to

nearly 11 per cent. in 1860, a striking proof how much may be effected when, as is eminently the case in both these corps, the education of the non-commissioned officers and men receives the attention and encouragement due to its importance.

## III.

### *Attendance of Adults at School.*

The Council regret that they are unable to report any improvement, as respects the regularity of attendance, on the state of things described three years ago by Colonel Lefroy. —"Irregularity of attendance," he observes, "is the greatest difficulty with which the schoolmaster has to contend; it interferes most materially with instruction in classes, and prolongs indefinitely the time spent over the most elementary and mechanical part of his duty; the soldier himself becomes discouraged by the slowness of his progress towards any actual acquirement."

Shortly before the publication of Colonel Lefroy's report the question had arisen whether the attendance of soldiers at school could be legally required as a military duty, and it had been decided by the highest legal authorities that such attendance was not constituted by the Mutiny Act any part of military discipline. In consequence, the order by the Duke of Wellington, in 1849, that "all recruits, "until dismissed drill, should attend the garrison or regi- "mental schoolmaster daily for two hours," required modification, and in a General Order of the 19th June 1857 commanding officers were directed to "encourage" soldiers, after being dismissed drill, to attend school, and so to arrange the duties of the men that all who were in the fourth or nonpaying class should be enabled to attend for at least four hours in the week. They were also recommended at the same time to require educational attainments as qualification for promotion to the rank of corporal and serjeant. In the Articles of War of 1859, a clause was introduced rendering it an offence punishable as "disobedience of orders" for any soldier to refuse to attend a school parade; and as the introduction of this article had in some cases apparently escaped the notice of commanding officers of regiments, their attention was called to it in the circular memorandum of the 23rd February 1860. It was further laid down in the General Order of the 16th January 1861, that the Article of War in question was not to be interpreted as obliging commanding officers to order all soldiers indis-

criminately, and against their will, to attend the school, but as conferring powers for the proper discipline of those who voluntarily so attended.

There are peculiar reasons at the present day, besides those ordinarily assigned for popular education, which render it in a high degree desirable that the soldier should be at least so far educated as to be able to read and write. It is generally admitted that the higher art developed in the construction of the modern fire-arm calls for a higher skill and intelligence in the person who uses it. The prescribed course of instruction in musketry shows this. To the highest practical skill in the use of the rifle is now required to be added a knowledge as well of the construction of that arm as of the theoretical principles of rifle practice. These are carefully explained, with the aid of diagrams and all the usual appliances of a lecture. As has been well observed,—"A soldier who does not know his alphabet is told that the course of a bullet under the influence of powder is a curved line called the trajectory;" and it must be obvious that to the wholly untaught mind both the language and symbols required for such instruction must be absolutely unintelligible.

Again, the necessity of possessing a body of non-commissioned officers in every regiment so far educated as to be enabled to keep accounts and make out returns, (frequently in a complicated form), is everywhere admitted. It is evidently, then, desirable to extend the instruction of the soldier as widely as possible, in order that the field of selection for non-commissioned officers may be large enough to enable the choice to be made for other important qualities as well as for education.

In urging these reasons for advancing the elementary education of the soldier, the Council must not, of course, be understood to rest their case on these alone. On the contrary, the far higher and broader grounds on which the claims of education are usually maintained, as influencing the moral as well as the intellectual condition of those instructed, apply with equal if not greater force to the case of the soldier than to others of the same class of society.

The Council, therefore, cannot but think that primary education, meaning no more by this term than the ability to read and write, has become a matter of such importance as justly to claim its place in the regular course of military instruction, and to form an integral part of the discipline of the army. They would by no means desire to subject the old soldier to any such pressure; but there certainly seems

no hardship in prescribing that every recruit, before he is dismissed to duty, should be taught to read and write. This would be sufficient for the actual needs of the soldier, and, the first difficulties thus overcome, there would in all probability be no lack of volunteers for the more advanced instruction. It would probably be desirable to defer the attendance of the recruit at school until his earlier drills were accomplished; and a discretion would necessarily rest with the commanding officer how to deal with those few who might appear incapable of any teaching.

The Council have assigned the period of the recruit's instruction, after the first and more severe portion of it is finished, as the period also of his primary education; as experience shows that the constant recurrence of duties and fatigues renders the school attendance of the drilled soldier so uncertain as to be often nearly valueless.

The following forms of certificate, recording the educational attainments of non-commissioned officers and soldiers, have received the sanction of His Royal Highness the General Commanding in Chief, though it is left to commanding officers of regiments to adopt them or not at their discretion. As they not only afford a ready means of ascertaining the educational condition of regiments, (as, for instance, by enabling returns to be made showing the number of men who have obtained respectively the first, second, and third class certificates,) but are also incentives to the men to qualify themselves, educationally, for promotion, the Council would strongly recommend that measures should be taken for their general adoption.

**V. R.**

FIRST CLASS

SCHOOL CERTIFICATE.

I certify that_____
of No. _____ Company _____ Regiment, can Write a Letter in a good hand with Correct Spelling, Grammar, and Composition; is thoroughly Master of Vulgar and Decimal Fractions; and in general Subjects, Geography, History, &c., is well informed.

*Commanding Officer.* *Schoolmaster.*

**V. R.**

SECOND CLASS

SCHOOL CERTIFICATE.*

I certify that _____

of No. _____ Company, _____ Regiment, is a good Reader ; can Write well, fluently, and with Correct Spelling from Dictation ; is thoroughly Master of the Four Elementary Rules of Arithmetic, Simple and Compound ; and has a fair acquaintance with Geography.

*Commanding Officer.* *Schoolmaster.*

* Qualifies for promotion from corporal to lance-serjeant and serjeant. This renders the further attendance of non-commissioned officers at school voluntary.

**V. R.**

THIRD CLASS

SCHOOL CERTIFICATE.

I certify that _____

of No. _____ Company, _____ Regiment, can Read tolerably, Write a little from Dictation, and is thoroughly Master of the Four Simple Rules of Arithmetic.

*Commanding Officer.* *Schoolmaster.*

## IV.

### Classification of Books and Subjects for Adult Schools.

School fees for adults in the "4th class," viz., those learning reading, writing, and the elements of arithmetic, having been abolished in 1857, and the remission having been last year extended, on the recommendation of the Council, to the "3rd class," (comprising those more advanced in arithmetic, and who have commenced geography and his-

tory,) it has become necessary to classify with some strictness the subjects taught, in order to preserve a clear line of demarcation between the paying and non-paying classes. The following scheme of classification has been adopted on the recommendation of the Council:—

## A.

COURSE of INSTRUCTION for CLASS IV. (Lowest). To be divided into FOUR SECTIONS.

### SECTION 4.

*Reading.*—To be taught simultaneously, the men repeating first *together*, and then separately, the letters or words of the lesson from reading sheets or large cards placed in front of the class.

*Writing.* The men are to be taught to write at the same time that they are taught to read, and the letters or words written should, as far as it may be possible, be those read in the reading-lesson of the same day. The writing is to be on slates or paper at the discretion of the teacher.

*Arithmetic.*—Simple addition and subtraction are to be taught orally from the black-board, and the men are to be practised in easy questions of mental arithmetic from Mr. McLeod's Mental Arithmetic, Part I.

### SECTION 3.

*Qualifications for Admission.*—The men are to be transferred to this section from the 4th when they can read the card or sheet lessons fluently (without reference to their progress in writing or arithmetic).

*Reading.*—Jones' Early Lesson Book, or McLeod's "My First Book." A few sentences from the 1st Part of the (Religious) Reading Book for Adults, published by the Society for promoting Christian Knowledge, at the discretion of the master.

*Writing.*—On paper from copies.

*Arithmetic.*—The same as in the 4th section, but on slates from the black-board. Oral lessons in mental arithmetic.

### SECTION 2.

*Qualifications for Admission.*—The men are to be transferred to this section when they can read the lessons prescribed for the third section and have been fairly instructed in simple addition and subtraction.

*Reading.*—Second Sequel to 2nd Reading Lesson Book of Irish Commissioners of Education; or McLeod's "Second Book to teach me to read;" or Gleig's History of England, Part 1.

A few sentences from Part 1 of the Adult (Religious) Reading Book of the Society for promoting Christian Knowledge, at the discretion of the schoolmaster.

*Writing.*—On paper from copies.

*Arithmetic.*—Compound addition and subtraction and numeration on slates from the black-board (exclusively), and lessons in mental arithmetic.

### Section 1.

*Qualifications for Transfer to this Section.*—To read easily the reading lessons of the 2nd section; to work correctly sums in compound addition and subtraction.

*Reading.*—The (Religious) Reading Book for Adults of the Society for promoting Christian Knowledge, Part 2; or the Third (Secular) Reading Book of the Society for promoting Christian Knowledge; or Gleig's History of England, Part 2; at the discretion of the schoolmaster.

*Writing.*—On paper from copies, from dictation on slates and paper; to transcribe from printed books and from manuscripts.

*Arithmetic.*—Colenso's Text Book of Arithmetic and Exercises, Part 1.

*Natural History.*—Owen's Natural History for beginners, Part 1.

*Repetition.*—McLeod's first Book of Poetry.

*Geography* is to be taught orally from the map (without the use of manuals) to the first and second sections of the 4th class.

The master should use as a book of reference for himself the manual of Mr. William Hughes.

The transfer from section to section is to be according to progress in *reading;* no man is, however, to be transferred to the 2nd section until he can work correctly sums in simple addition or subtraction, or to the first until he can work correctly sums in compound addition and subtraction. He is to be allowed in every section to advance as far in arithmetic *beyond* the stage necessary for his transfer as he is able, and *so* with every other subject. When sufficiently advanced in the 4th class he is to be taught the nature of the account entered in the troop or company's ledger, the manner of making it up, and the mode of testing its accuracy.

The simultaneous method of teaching to read is to be used in the 3rd section as well as the 4th, the whole lesson being read by the class several times *together,* and then individually.

### Class 3.

*Qualifications for Admission.*—To read correctly from the reading lesson books of the 1st section of class 4. To work correctly the four first rules of simple and compound arithmetic and reduction of money.

*Reading.*—Reading Books for Adults (Religious) of the Society for promoting Christian Knowledge, Part 3. Supplement to 4th Irish Reading Lesson Book (Secular).

*Writing.*—From copies and from dictation on paper.

*Arithmetic.*—Colenso's Text Book, Colenso's Examples, Parts 1 and 2.

*English Grammar.*—Lowe's English Parsing or Morell's Analysis of English Grammar, at the discretion of the schoolmaster.

*Popular Science.*—Owen's Natural History for Beginners, Part 2. Page's Geological Text Book. Tate's Electricity for Beginners.

*Repetition.*—McLeod's Second Poetical Lesson Book.

*History and Geography.*—These subjects are to be taught orally by the schoolmaster by the way of lecture. The manuals specified in the catalogue are for his guidance and for the use of the men only as books of reference. This remark applies to all other books in the catalogue not specified in this course to be used by the men. The men are to be questioned and cross-questioned on the subject of each lecture, both at the time of the lecture and afterwards.

## Class 2.

*Qualifications for Admission.*—To read correctly; to work correctly sums in proportion, practice, and vulgar fractions. To write and spell fairly from dictation. To know the outlines of the geography of the British Empire.

*Sacred History.*—To be taught orally by the schoolmaster, using as a book of reference (for himself) Gleig's Sacred History, Part 1.

*Reading.*—Fourth Irish Reading Lesson Book, or Jones' advanced Secular Reading Lesson Book, at the discretion of the master; Gleig's Book of Biography.

*Writing.*—To write on paper (with attention to the penmanship) their recollections of oral lessons. To write in account books examples in book-keeping.

*Arithmetic.*—Colenso's Text Book, Colenso's Exercises, Part 3.

*Book-keeping.*—Isbister's.

*Geometry.*—Euclid, Book 1.

*Algebra.*—Lund's Easy Algebra.

*English Grammar.*—Lowe's English Parsing, or Morell's Analysis.

*Geography.*—The Geography of Europe.

*Popular Science.*—Tate's Magnetism, &c. for Beginners. Page's Geological Text book for Beginners.

## Class 1.

*Qualifications for Admission.*—To read intelligently. To write freely and legibly, and to spell correctly from dictation. To work correctly sums in decimal arithmetic, in interest

(simple and compound) discount; the square and cube root, and duodecimals.

*Sacred History.*—To be taught orally, the schoolmaster using as his book of reference Gleig's Sacred History, Part 2.

*Reading.*—The Annals of the Wars (Cust's). Gleig's Book of Biography.

*Geometry.*—Euclid, Books 2 and 3, Tate's Practical Geometry.

*Algebra.*—Lund's Easy Algebra.

*Mensuration.*—Hunter's.

*Popular Science.*—Page's Advanced Geological Text Book, Tate's Treatise on Light and Heat for Beginners.

*Astronomy.*—Should be taught orally by the schoolmaster, Text Book, Mitchell's "Orbs of Heaven."

### Advanced Class.

*Qualifications for Admission.*—To have gone through the subjects prescribed in the 1st Class satisfactorily.

*Reading.*—Sullivan's Literary Class Book.

*Mathematics.*—Trigonometry, the treatise published by the Society for promoting Christian Knowledge, Euclid, Books 4 and 6, Book 5 analytically, Tate's Practical Geometry.

*Military Science.*—Fortification, Burn's Questions and Answers on Artillery.

*Popular Science.*—Tate's Hydrostatics and Hydraulics for Beginners. Tate's Exercises in Mechanics and the Steam Engine.

## B.

### Books to be used in Army Schools for Adults.

N.B.—When several books are marked with the same number, either of them is to be used at the discretion of the schoolmaster.

### Class 4.

*Section* 4.—McLeod's Reading Lessons on Cards.

*Section* 3.—(Religious) Reading Lessons for Adults published by the Society for promoting Christian Knowledge, Part 1.

(1) Jones' Secular Early Reading Book.

(1) McLeod's "My First School Book to teach me Writing and Reading."

*Section* 2.—Reading Lessons (Religious) for Adults. Society for promoting Christian Knowledge, Part 2.

(2) Second Sequel to Second Irish Reading Lesson Book.

(2) McLeod's "Second School Book to teach me Reading and Writing."

(2) Gleig's History of England, Part 1.

*Section* 1.—Reading Lesson Book (Religious) for Adults. Society for promoting Christian Knowledge, Part 3.
(3) Third Reading Lesson Book. Society for promoting Christian Knowledge.
(3) Gleig's History of England, Part 2.
Owen's Natural History for Beginners, Part 1.
Colenso's Exercises on Arithmetic, Part 1.
McLeod's Mental Arithmetic, Part 1.
McLeod's Definitions of English Grammar.
McLeod's First Poetical Lesson Book.

### Class 3.

Reading Lesson Book (Religious) for Adults. Society for promoting Christian Knowledge, Part 3.
Supplement to 4th Irish Reading Book.
McLeod's 2nd Poetical Lesson Book.
Owen's Natural History for Beginners, Part 2.
Page's Geological Text Book.
Colenso's Text Book of Arithmetic.
„ Examples, Part 1.
(4) Lowe's English Parsing.
(4) Morell's Analysis of English Grammar.
Tate's Electricity for Beginners.
Gleig's Book of Biography.

### Class 2.

(5) Fourth Irish Reading Book.
(5) Jones' Advanced Secular Reading Lesson Book.
Colenso's Text Book of Arithmetic.
„ Examples, Part 2.
Isbister's Book-keeping.
Euclid, Book 1.
Lund's "Easy Algebra."
Tate's Practical Geometry.
(4) Lowe's English Parsing.
(4) Morell's Analysis of English Grammar.
Page's Geological Text Book for Beginners.
Tate's Magnetism for Beginners.
Gleig's Book of Biography.

### Class 1.

Cust's Annals of the Wars.
Euclid, Books 2 and 3.
Tate's Practical Geometry.
Lund's "Easy Algebra."
Isbister's Book-keeping.
Hunter's Mensuration.
Page's Advanced Geological Text Book.
Tate's Light and Heat for Beginners.
Gleig's Book of Biography.

ADVANCED CLASS.

Sullivan's Literary Class Book.
Mann's Book of Health.
Colenso's Algebra, Parts 1 and 2.
Trigonometry—Treatise published by Society for promoting Christian Knowledge.
Burn's Questions and Answers on Artillery.
Tate's Mechanics and the Steam Engine, &c.

## V.

### *School Fees for Adults.*

The late Inspector-General of Army Schools, in his Report for 1858, took occasion to recommend the total abolition of school fees "concurrently with the establishment "of a legal power to order attendance at school," on the ground that the payment demanded from the advanced classes, while the primary class was free, was a tax upon progress. The Council are of opinion that this view is fully borne out by facts. The men in general leave school so soon as they are called upon to pay, and only return at a subsequent period in order to qualify for promotion; when they find that much of what they formerly learnt has been forgotten. The amount received from the paying classes cannot, it would appear, be considerable, and the Council are of opinion that the sacrifice of such fees would be more than compensated by the advantage which the Service would derive from having in its ranks a larger number of men possessed of a respectable degree of education. They would, therefore, strongly recommend this subject to the consideration of His Royal Highness the General Commanding-in-Chief and the Secretary of State for War.

There would be a further advantage, of much importance in the actual working of the schools, derived from the abolition of the school fees for adults, namely, that a less rigid system of classification might then be adopted, and greater freedom would consequently be given to the efforts of the schoolmaster.

## VI.

### *Attendance at School.*

In Appendix No. III., p. 106, is published a table showing the average number of non-commissioned officers and men whose names were on the school books during the period specified in the second column, and also the average daily

attendance, and the average number of hours of attendance weekly during the same period. The table is unavoidably incomplete, as the monthly returns are liable to frequent interruptions from various causes, but the following abstract will probably give as close an approximation to the facts of the case as is necessary:—

ABSTRACT OF SCHOOL ATTENDANCE.

| | Regiments, Battalions, or Stations. | Non-commissioned Officers and Men on School-Books. | Average Daily Attendance. | Number of Hours of Instruction weekly. | |
|---|---|---|---|---|---|
| | | | | At Home. | Abroad. |
| | | | | Hours. | Hours. |
| Cavalry and military train | 34 | 2,669 | 1,145 | 2·52 | 3·21 |
| Guards (including Depôt) | 7 | 1,948 | 624 | 2·56 | — |
| Infantry of the line | 113 | 29,162 | 10,100 | 1·92 | 3·64 |
| Artillery | — | 4,731 | 1,565 | 3·2 | |
| Engineers | 6 | 805 | 337 | 2·46 | 2·64 |
| Depôt battalions | 23 | 7,771 | 3,190 | 2·62 | — |
| Colonial corps | 9 | 1,557 | 672 | — | 3·92 |
| Total regular army as far as reported | — | 48,643 | 17,633 | — | — |

It is scarcely necessary to remark on the result shown in the two last columns of this table. Where the average period of attendance is little more than two hours and a half a week, little general progress can be expected. It is true that in individual cases this amount is often greatly exceeded, but these are the exceptions; and the results properly due to the efforts made, and the expense incurred, in the education of the soldier, will certainly not be attained until the recommendation before quoted of His Royal Highness the General Commanding-in-Chief, that commanding officers should make arrangements, where possible, for the attendance of the men at school for at least four hours a week, be more effectually carried out.

## VII.

### *Children's Schools.*

Of these there are, in every regiment, the grown children's, the infants', and the industrial schools. The "grown children" of both sexes are instructed by the schoolmaster, the infant and industrial school by the schoolmistress. The regulated hours of attendance are:—

| | |
|---|---|
| Morning school for grown children and adults - - - - | from 9.20 to 12 a.m. |
| Industrial school for girls and younger boys - - - - | from 2 to 4 p.m. |
| Afternoon school for boys - - | from 2 to 4 p.m.; |

but these hours are of course varied at foreign stations to suit the requirements of the climate. Children are passed from the infant to the "grown children's" school when they are able to read words of two syllables at least.

In Appendix No. IV., p. 111, will be found a table showing the numbers of children in each regiment under instruction, amounting in all to—

| | | |
|---|---|---|
| Grown children | boys - - - - - | 3,440 |
| | girls - - - - - | 2,691 |
| Infants - - | boys - - - - - | 3,110 |
| | girls - - - - - | 3,005 |
| Total attending Children's and Infants' Schools | | 12,246 |
| Attending industrial school - - - - | | 7,052 |

## VIII.

### *Industrial Instruction.*

This most useful branch of teaching is deservedly appreciated. The table above given shows 7,052 children attending the industrial schools. An annual allowance of five shillings per head is granted to provide the necessary materials. The articles, when made up, are distributed as rewards to the children, at the discretion of the commanding officer.

## IX.

### *Religious Instruction.*

No change has taken place in the regulations on this important subject since 1858. The present system works, it is believed, as satisfactorily as can be expected where the chil-

dren attending school belong to different religious persuasions; and the Council, after full consideration of the subject, and of its acknowledged difficulties, have no hitherto thought it necessary to propose any modification in the regulations of the above date.

## X.

### Army Libraries.

The Report of the Committee appointed by the Secretary of State for War to inquire into "the present state and on "the improvement of the libraries, reading rooms, and day "rooms," has been so recently published, and its general purport is so entirely in accordance with the views of the Council, that little remains to be said on this subject. There cannot be a doubt that the provision of suitable accommodation for regimental reading rooms; the allowance of sufficient furniture, and fuel and light, to render such rooms comfortable and attractive, and by this means a counterpoise to the attractions of the public-house; the confidence reposed in the non-commissioned officers and men by placing the management of such institutions in their own hands; the encouragement of games and manly exercises; the endeavour, in short, to make the soldier's barrack his home; must tend greatly to the diminution of crime, and, even in the view of expense, cannot fail to prove ultimately to be a wise economy.

In the Appendix No. V. will be found returns of the stations at home and abroad, at which libraries have been established, and, with respect to the former stations, the number of subscribers during the midsummer quarter of the present year; with similar information respecting the libraries of the Royal Artillery and Royal Engineers. The last-named libraries are provided for by a grant of 20*l.* per annum to each brigade of Royal Artillery, and of 2*l.* 10*s.* per annum to each company of Royal Engineers. The expenditure of these sums is then left to committees of the subscribing non-commissioned officers and men, with the sanction of the commanding officer. This system has been found to work admirably, and it has been proposed by the War Office Committee before referred to, (and in this the Council entirely concur), that it should be extended, in principle at least, to all the regiments of the Cavalry, Guards, and Line.

An important step has been taken during the past year in the supply, to the libraries and reading rooms, of daily and weekly newspapers, and in the provision that these shall be passed on, where practicable, to hospitals and detachments.

## XI.

### Lectures to Troops.

The following statement of lectures given to the troops during the winter season of 1860–61 has been furnished by Mr. McLeod, head master of the model school, Royal Military Asylum, to whom the Council are much indebted for the very efficient manner in which he has carried out their wishes in the provision and circulation among the several stations of the magic lantern and other lecturing apparatus.

Statement of Lectures given to the Troops, 1860–61.

| Stations. | Number of Lectures given by Officers. | Number of Lectures given by Chaplains and others. | Number of Lectures given by School-masters. | Total Number of Lectures. | Estimated Number of Men at each Lecture. |
|---|---|---|---|---|---|
| Athlone - - | 1 | 0 | 16 | 17 | From 30* to 188† |
| Limerick - - | 0 | 0 | 18 | 18 | „ 200 „ 450 |
| Chatham - - | 0 | 0 | 8 | 8 | „ 12 „ 100 |
| Walmer - - | 0 | 0 | 3 | 3 | „ 90 „ 190 |
| Belfast - - | 0 | 2 | 12 | 14 | „ 100 „ 250 |
| Buttevant - - | 0 | 2 | 11 | 13 | „ 150 „ 420 |
| Sheerness - - | 0 | 3 | 8 | 11 | „ 80 „ 400 |
| Stirling - - | 0 | 6 | 7 | 13 | „ 40 „ 250 |
| Perth - - | 0 | 0 | 4 | 4 | „ 50 „ 150 |
| Parkhurst - - | 0 | 0 | 13 | 13 | „ 108 „ 400 |
| Fermoy - - | 0 | 0 | 6 | 6 | „ 150 „ 600 |
| Templemore - | 7 | 1 | 13 | 21 | „ 120 „ 320 |
| Winchester - | 0 | 3 | 3 | 6 | 300 |
| Dublin - - | 0 | 1 | 56 | 57 | 160 |
| Curragh - - | 0 | 0 | 43 | 43 | „ 155 to 230 |
| Dover - - | 6 | 11‡ | 10 | 27 | „ 30 „ 350 |
| Preston - - | 1 | 0 | 5 | 6 | „ 50 „ 400 |
| Aldershott - - | 0 | 18 | 120 | 138 | — |
| Pembroke - - | 0 | 6 | 5 | 11 | „ 200 „ 500 |
| Canterbury - | 0 | 0 | 4 | 4 | „ 30 „ 200 |
| Great Yarmouth - | 10 | 0 | 0 | 10 | „ 50 „ 150 |
| Colchester - - | 0 | 4 | 14 | 18 | „ 80 „ 250 |
| | 25 | 57 | 379 | 461 | |

* The smallest number that ever attended a lecture.
† The greatest number that ever attended a lecture.
‡ Two lectures given by Quartermaster Serjeants.

The above table, however, does not show all that has actually been done, as there are several stations from which no returns of the lectures given have been received.

In addition to the above, the following stations abroad were supplied during the autumn of 1860 with magic lanterns and slides, and with diagrams; viz., Montreal, Halifax, Fredericton, Barbadoes, the Cape, Mauritius, Australia, New Zealand, Gibraltar, Malta, and Corfu; and the following were supplied with diagrams alone; viz., Bermuda, Jamaica, and Hong Kong.

The magic lantern slides, and the diagrams which are also supplied, illustrate a great variety of subjects, interesting more especially to the class for which the lectures are intended. The following may be taken as specimens:—Battle fields; arms, dress, &c. of Roman, Greek, and British soldiers; English history; events in Indian history; wild sports in North America; wild sports in India; the arctic regions; natural history; astronomy; the earth, its rocks and fossils; remarkable trees and plants; natural phenomena, &c., &c., and various comic subjects.

In addition to the magic lantern lectures, and those illustrated by diagrams, there were lectures on chemistry, electricity, and magnetism at the following stations:—Aldershott, the Curragh, Dublin, Dover, Parkhurst, Stirling, Sheerness, Buttevant, Limerick, and Athlone.

As might be expected, the interest shown by the men in the lectures varies much with the capacity and address of the lecturer, as well as with the nature of the subject selected, and is dependent also on various regimental and local considerations; but their popularity, as a general rule, cannot be doubted. It is very desirable that increased encouragement should be given to officers, chaplains, &c. to lecture, in order to secure the utmost possible variety as well of subjects as of treatment.

## XII.

### The Royal Military Asylum, Chelsea.

This institution consists of a school for the "orphans of "soldiers of the regular army," established in 1803, and a normal school for training army schoolmasters, established in 1846.

*The Normal School.*

This establishment contained, on 31st March 1861, 37 students, of whom—

16 were from civil life,
7 were non-commissioned officers of the army.
14 had previously served as monitors in the model school, or in the Royal Hibernian School, and subsequently served two years as assistant army schoolmasters.

In addition to which there were two non-commissioned officers of the Royal Marines admitted at the request of the Lords Commissioners of the Admiralty, making a total of 39 students; of whom 30 were studying in the normal school, and nine teaching in the model school. Of the latter, seven have since been appointed third-class schoolmasters in regiments or in depôt battalions.

With three exceptions all the civilian students have been engaged in tuition previous to admission.

Students are admitted by competitive examinations, conducted by the head master, twice a year. With a view to encourage non-commissioned officers possessing sufficient education to compete for admission, it was announced, prior to the examination of August 1860, that, of the ten vacancies, three would be reserved for the most successful candidates from the army, and the remaining seven would be open to civilian candidates, thus making two independent competitions on the same examination papers. A similar course was pursued with respect to the examination held in the following February. This measure was resorted to, as it was evident that non-commissioned officers held back from the competition, under the erroneous impression that they were unequally matched with civilian schoolmasters and pupil-teachers who had better opportunities for preparation. A much larger number of non-commissioned officers was thus induced to come forward; but the result proved that the reservation of so limited a number of vacancies in their favour told practically against them, and that more would have been selected for admission had the competition been perfectly open. The latter principle has consequently been acted upon in the examination held in August of the present year, and it is evident that there is no ground whatever for non-commissioned officers, who possess a fair degree of education, holding back from the competition.

The following Tables show the result of the examinations for admission held in August 1860 and January 1861 :—

## Table I.

Result of the Examination of the under-mentioned Non-commissioned Officers and Civilian Candidates for Admission into the Normal School, in August 1860.

| Order of Merit. | Names. | Total Number of Marks gained. | Profession. | Remarks. |
|---|---|---|---|---|
| | Full Marks - | 350 | | |
| 1 | Robertson, C. A. | 244 | Sergeant, 1 Bn., 11th Foot | Admitted. |
| 2 | | 196 | National School teacher - | Medically rejected. |
| 3 | Scarlett, T. - | 195 | - - - - | Admitted. |
| 4 | Hall, A. - - | 183 | National School teacher - | |
| 5 | Ayling, H. - | 182 | Schoolmaster, W. Hampnett Union. | |
| 6 | Ship, S. - - - | 181 | Corporal, 2 Bn., 1st Foot | |
| 7 | Boughton, G. H. | 156 | Corporal, Military Train | Admitted. |
| 8 | Kennedy, H.L. - | 153 | Serjeant, 2 Bn., 17th Foot | Qualified, but no further vacancies for military candidates. |
| 9 | Small, J. - - | 150 | Corporal, 27th Foot - | |
| 10 | Crawford, J. - | 142 | Corporal, 2 Bn., 17th Foot | |
| 11 | Bowland, J. - | 138 | Serjeant, 2 Bn., 20th Foot | |
| 12 | Revell, N. - - | 134 | Serjeant, 6th Dragoons - | |
| 13 | Mills, P. - - | 133 | Serjeant, St. Helena Reg. | |
| 14 | Villiers, E. - | 125 | Corporal, 27th Foot - | |
| 15 | Lowe, W. - - | 124 | Serjeant, 1 Bn. Rif. Brig. | |
| 16 | —— | 114 | Non-commissioned officer | Not qualified. |
| 17 | —— | 109 | Civilian - - - | |
| 18 | —— | 95 | Non-commissioned officer | |
| 19 | —— | 82 | Ditto. | |
| 20 | —— | 80 | Ditto. | |
| 21 | —— | 68 | Ditto. | |
| 22 | —— | 54 | Ditto. | |
| 23 | —— | 46 | Civilian - - - | |

## Table II.

Result of the Examination of the under-mentioned Non-commissioned Officers and Civilian Candidates for Admission into the Normal School, in January 1861.

| Order of Merit. | Names. | Total Number of Marks gained. | Profession. | Remarks. |
|---|---|---|---|---|
| | Full Marks - | 347 | | |
| 1 | Wilsher, John - | 256 | National School teacher - | |
| 2 | Hall, Alex. - | 220 | Ditto - | |
| 3 | Loftus, Martin - | 215 | Schoolmaster (Sligo Union) | |
| 4 | Clarke, Patrick - | 210 | National Schoolmaster - | |

| Order of Merit. | Names. | Total Number of Marks gained. | Profession. | Remarks. |
|---|---|---|---|---|
| 5 | Crawford, J. - | 203 | Corporal, 2 Bat. 17th Foot | Admitted. |
| 6 | Condon, Patrick | 190 | National School teacher - | |
| 7 | Furguson, J. - | 185 | Corporal, 30th Foot - - | |
| 8 | Mottram, Henry | 172 | National School teacher - | |
| 9 | Revell, Noah - | 170 | Lance-Serjt., 6th Dragoons | |
| 10 | Hoskins, Sim. - | 167 | School teacher - - | |
| | Mills, P. - - | 167 | Serjeant, St. Helena Reg. | Qualified, but no further vacancies for military candidates. |
| 12 | McRea - - | 165 | Corporal, 2 Bat. Scotch Fus. Guards - - | |
| 13 | Atkinson, C. - | 163 | School teacher - - - | Admitted. |
| 14 | McNally, Patrick | 154 | Corporal, 2 Bat. 15th Foot | Qualified, but no further vacancies for military men. |
| 15 | Boland, J. - | 150 | Serjeant, 2 Bat. 20th Foot | |
| | Higgins, D. - | 150 | School teacher - - | Admitted. |
| 17 | Chamberlain, J. | 148 | National School teacher - | Qualified, but no further vacancies. |
| 18 | Spong, Geo. - | 138 | School teacher - - | |
| 19 | Blackmore, Rich. | 137 | Civilian Schoolmaster (Lincoln Militia) - - | |
| 20 | Farrell, Daniel - | 134 | National School teacher - | |
| 21 | - - - | 115 | Non-commissioned officer | Not qualified. |
| 22 | - - - | 114 | Ditto. | |
| 23 | - - - | 101 | Ditto. | |
| 24 | - - - | 95 | Ditto. | |
| 25 | - - - | 92 | Civilian - - - - | |
| 26 | - - - | 79 | Non-commissioned officer | |
| 27 | - - - | 28 | Ditto. | |

As a specimen of the questions set in the examinations for admission, the examination papers used in January 1861 are printed in Appendix VI., p. 120.

The students are divided into three classes or divisions. The distribution of time in each week is shown in the following Table:—

| Studies. | Divisions. | | |
|---|---|---|---|
| | First. | Second. | Third. |
| | Hours. | Hours. | Hours. |
| Religious Instruction - - - | 2·0 | 2·0 | 2·0 |
| Mathematical :— | | | |
| Arithmetic - - - - | 0·0 | 2·0 | 3·0 |
| Algebra - - - - | 1·0 | 1·0 | 0·0 |
| Euclid - - - - - | 3·0 | 2·0 | 3·0 |
| Mechanics - - - - | 1·0 | 0·0 | 0·0 |
| Trigonometry - - - | 2·0 | 0·0 | 0·0 |

| Studies. | Divisions. | | |
|---|---|---|---|
| | First. | Second. | Third. |
| Historical :— English History - History of Greece - History of Rome - Indian and Colonial - | 4·0 | 6·0 | 8·0 |
| English Grammar and Parsing - | 2·0 | 2·0 | 2·0 |
| Reading and Recitation - | 1·0 | 1·0 | 1·0 |
| Geography - | 3·0 | 3·0 | 3·0 |
| Fortification - | 2·0 | 2·0 | 0·0 |
| Model Drawing - | 3·5 | 3·5 | 3·5 |
| Vocal Music - | 4·0 | 4·0 | 4·0 |
| Chemistry - | 1·0 | 1·0 | 0·0 |
| Obligatory private study - | 7·5 | 7·5 | 7·5* |
| Examinations - | 2·0 | 2·0 | 2·0 |
| Total study in each week - | 39·0 | 39·0 | 39·0 |
| Drill - | 6·0 | 6·0 | 6·0 |
| | 45·0 | 45·0 | 45·0 |

* This is irrespective of 1·5 hours Biblical study on Sunday.

The students remain in general a year and a half under instruction in the normal school, after which they pass an examination conducted by examiners independent of the institution. The questions set in the examination of December 1860 are published in the Appendix VI., No, 2. p. 122, as a specimen of the nature and amount of the course of instruction. The following are the reports of the examiners in the principal subjects of the examination held in December 1860 :—

From the Rev. Canon HEAVISIDE, M.A.

"As usual, the examination is most satisfactory. The candidates do their work accurately and well, upon the whole. The subject, perhaps, in which they are least proficient is trigonometry. At the last examination I remarked on some inaccuracies of the candidates in their use of logarithms. There is a considerable improvement in this respect, but still I think it would be advantageous if more time were given to trigonometry and less to mechanics, unless more time can be allowed altogether to mathematics. I consider the proficiency of the candidates to reflect great credit on the masters and instructors of the institution."

From. W. Stebbing, Esq., M.A., Fellow of Worcester College, Oxford.

"I am glad to say that I discover no falling off in the normal school, first division. The answers in Greek and Roman history are most respectable, though not superior to those sent up last December. The same may be said of the East Indian and Colonial paper; but in the answers on English history, and more especially on grammar, I perceive a marked improvement, and this notwithstanding that the questions on the latter subject are certainly harder than those I set last Christmas.

"But the favourite subject at the school, I should judge from the work to be geography. I have been quite surprised at the amount of knowledge displayed in this.

"The only defect I observe is some awkwardness in the arrangement of facts; but this doubtless arises from the candidates' want of a thorough early education, and I fear we can scarcely hope to see it remedied."

The following Tables show the result of the examination held in June 1860 and December 1860 :—

Table I.

Examination of the First Division of Students at the Royal Military Asylum, Chelsea.—July 1860.

| Order of Merit. | Names. | Total Number of Marks gained. | Previous Profession. | Remarks. |
|---|---|---|---|---|
| 1 | Harcourt, R. | 1149 | Assistant Army Schoolmaster. | Full marks, 1360. |
| 2 | Long, C. | 1064 | Ditto. | |
| 3 | Murray, J. | 1034 | Ditto. | |
| 4 | Bacon, E. | 950 | Ditto. | |
| 5 | Stewart, J. | 878 | Ditto. | |
| 6 | O'Brien, W. | 845 | Ditto. | |
| 7 | McMahon, A. | 844 | Bombardier, Royal Artillery. | |
| 8 | Black, M. | 836 | | |
| 9 | Croad, H. | 789 | National School teacher. | |
| 10 | Thom, G. | 767 | Assistant Army Schoolmaster. | |
| 11 | Blagdon, C. | 756 | | |
| 12 | Bass, J. | 738 | Serjeant, 55th Regiment. | |
| 12 | Peel, T. | 738 | | |
| 14 | Naylor, J. | 713 | Assistant Army Schoolmaster. | |

TABLE II.

EXAMINATION of the First Division of Students at the Royal Military Asylum, Chelsea.—December 1860.

| Order of Merit. | Names. | Total Number of Marks gained. | Previous Profession. | Remarks. |
|---|---|---|---|---|
| 1 | O'Sullivan, Corn. | 1276 | Assistant Army Schoolmaster. | Full Marks, 1375. |
| 2 | Green, George - | 1144 | | |
| 3 | Godwin, Henry - | 994 | Serjeant, 50th Regiment. | |
| 4 | Shannon, Wm. - | 955 | Assistant Army Schoolmaster. | |
| 5 | Eldridge, Josh. - | 878 | Ditto. | |
| 6 | Brennan, Wm. - | 824 | | |
| 7 | Brammer, John | 764 | Serjeant, 2nd W.I. Regt. | |
| 8 | Downing, Rich. | 733 | Corporal, Royal Marines. | |
| 9 | Flinter, Thomas | 707 | Assistant Army Schoolmaster. | |

*The Model School.*

The authorized establishment of boys at Chelsea on the 31st December 1860 was 500; the actual number on that date was 496, distributable, as to age, as follows:—

| | |
|---|---|
| Under 6 years - - - - - | 1 |
| From 6 to 7 years - - - | 8 |
| „ 7 to 8 years - - - - | 32 |
| „ 8 to 9 years - - - | 51 |
| „ 9 to 10 years - - - - | 71 |
| „ 10 to 11 years - - - | 80 |
| „ 11 to 12 years - - - - | 81 |
| „ 12 to 13 years - - - | 84 |
| „ 13 to 14 years - - - - | 76 |
| „ 14 to 15 years - - - | 11 |
| „ 15 to 16 years - - - - | 1 |
| Total - - - - | 496 |

The above table shows an average of about 11 years of age.

For military purposes, the boys are divided into six companies, of which Nos. 1, 2, and 3, each of 87, include the eldest boys; No. 4, consisting of 80, the youngest; and Nos. 5 and 6, having respectively 80 and 79, are of an intermediate age.

From the following statement, it appears that out of 122 boys whose time has expired, since the date of Colonel Lefroy's report, four were reported unfit for the army; and that of the remaining 118 boys, 77 volunteered for the army

and two boys for monitorships, and the subsequent career of army schoolmaster, making in all 66·9 per cent. who volunteered for the army.

*Royal Military Asylum.*

| Years. | Average Strength. | Number of Boys whose time expired. | | | Number of Boys reported fit for the Army. | | |
|---|---|---|---|---|---|---|---|
| From 1st Jan. to 31st Dec. | | Reported fit for the Army. | Reported unfit and apprenticed. | Total. | Volunteered for the Army. | Remained as Monitors. | Delivered to their Friends. |
| 1859 | 486 | 48 | 2 | 50 | 33 | 1 | 14 |
| 1860 | 488 | 70 | 2 | 72 | 44 | 1 | 25 |
| Total - | — | 118 | 4 | 122 | 77 | 2 | 39 |

The following return has been drawn up from the reports received from the several regiments to which the boys of this institution have volunteered, and exhibits in a very favourable view the effects of the valuable early training there afforded them:—

| Rank. | | Character. | |
|---|---|---|---|
| Returned - - - - | 1860. | Returned - - - - | 1860. |
| Staff Serjeants - - - | 12 | Exemplary - - - | 87 |
| Serjeants - - - - | 25 | Good - - - - | 261 |
| Corporals - - - - | 34 | Indifferent - - - - | 23 |
| Trumpeters or Drummers - | 95 | Bad - - - - - | 5 |
| Privates - - - - | 210 | | |
| Total - - - | 376 | | 376 |

Boys who have been instructed as musicians, or trained as drummers, are much sought after by commanding officers of regiments, and tailors and shoemakers are also much in request.

The small proportion of boys who eventually become non-commissioned officers is attributed to the circumstance of the greater number of them being placed in the regimental bands, which have but one serjeant on their establishment.

The elder boys are instructed either in music or in trades. The distribution in this respect is as follows:—

| | |
|---|---|
| Musicians | 52 |
| Drummers and fifers | 35 |
| Shoemakers | 90 |
| Tailors | 121 |
| No trade | 198 |
| Total | 496 |

It appears to the Council very desirable that the carpenters' trade should be introduced into this institution, as it has been, with success, at the Royal Hibernian School.

*Educational Branch.*

The present establishment consists of one upper master and four masters (exclusive of the singing and drawing masters), assisted by 20 monitors, and on the average 10 of the students of the Normal School. The singing and drawing masters are not resident. The singing master attends on two days, and the drawing master on one day in each week.

Colonel Lefroy having quoted in his Report the unfavourable judgment of Canon Moseley on the state of the Royal Military Asylum School when he inspected it in the year 1849, it is satisfactory to the Council to know that their colleague's estimate of it now is of an opposite character. He commends alike its organization, discipline, and teaching. The reading and writing and spelling of the boys he considers to be relatively very good, and their arithmetic admirable. The highest classes have a fair knowledge of the outlines of English grammar, history, and geography, and the first class has attempted, although with no great success, the elements of geometry. In their answers to the questions proposed to them by their teachers, that correctness of diction is to be observed, and that power of reasoning and understanding, which are characteristic of schools whose system is based upon oral teaching.

## XIII.

### Royal Hibernian Military School.

This establishment consisted, on the 1st August 1861, of 405 boys, distributed as to age as follows:—

| | | | |
|---|---|---|---|
| Under 8 years | 8 | From 13 to 14 | 81 |
| From 8 to 9 | 15 | 14 to 15 | 29 |
| 9 to 10 | 36 | 15 to 16 | 4 |
| 10 to 11 | 50 | | |
| 11 to 12 | 79 | Total | 405 |
| 12 to 13 | 103 | | |

Giving an average of $11\frac{5}{12}$ years.

For military purposes, the boys are organized in six companies.

| | |
|---|---|
| Total number of boys on 1st August 1861 - - | 405 |
| To join - - - - - - - - - - | 5 |
| Total | 410 |

From the following statement it appears that during the years 1859 and 1860 there were 223 boys whose time expired, of whom 14 were reported unfit for the army; and that of the 209 reported fit, 155 volunteered for the army and 4 for monitorships, making 159, or 71·29 per cent. of those reported fit, who volunteered for the army.

STATEMENT showing the Average Strength of the School,—the Number of Boys who joined the Army or otherwise, from 1st January 1859 to 31st December 1860.

| Years. | Average Strength. | Number of Boys whose Time expired. | | | Number of those reported fit for the Army. | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Reported fit for the Army. | Reported unfit. | Total. | Volunteered for Army. | Remained as Monitors. | Apprenticed to Trades. | Delivered to their Friends. | Accounted for in Returns from Regiments. | |
| 1859 | 410 | 120 | 9 | 129 | 95 | 3 | 3 | 30 | 629 | The 4 boys apprenticed were unfit for the service, and are included in the 14 reported unfit. |
| 1860 | 410 | 89 | 5 | 94 | 60 | 2 | 1 | 38 | 734 | |
| | — | 209 | 14 | 223 | 155 | 5 | 4 | 68 | | |

The following abstract has been compiled from the reports received from regiments of the rank and conduct of the non-commissioned officers and privates who were formerly trained in this excellent institution:—

ABSTRACT of the RANK and CONDUCT of Boys serving in the Army on 1st January 1861.

| | |
|---|---|
| Officers - - - | 7 |
| Serjeant Majors - - | 3 |
| Quartermaster Serjeants - - | 1 |
| Colour Serjeants - - | 14 |
| Orderly Room Clerks - - | 4 |
| Paymaster Clerk - - | 1 |
| Bandmasters - - - | 2 |
| Trumpet, Bugle, and Drum Majors | 11 |
| Serjeants - - - | 30 |
| Corporals - - - | 34 |
| Trumpeters, Buglers, and Drummers - - - | 233 |
| Band - - - | 264 |
| Privates - - - | 104 |
| Total - - | 708 |

GENERAL CONDUCT.

| | |
|---|---|
| Exemplary - - - - | 19 |
| Very good - - - - | 124 |
| Good - - - - | 519 |
| Indifferent - - - | 32 |
| Bad - - - - - | 10 |
| Very bad - - - | 4 |
| Total - - | 708 |

The following was the distribution of boys as to trades on 1st August 1861 :—

| | |
|---|---|
| Musicians | 30 |
| In training for musicians | 15 |
| Drummers and fifers | 67 |
| In training for ditto | 21 |
| Shoemakers | 30 |
| Tailors | 60 |
| Carpenters | 6 |
| Not posted | 176 |
| Total | 405 |

*Educational Department.*

This consists of a head-master, assisted by three masters, and eight pupil-teachers.

The educational condition of the school will be seen from the following statement: the school consisting of 405 boys, there are,—

| | |
|---|---|
| Learning reading | 405 |
| „ writing on slates | 405 |
| „ „ „ paper | 264 |
| „ „ from dictation | 264 |
| Learning arithmetic | 405 |
| „ algebra | 27 |
| „ Euclid | 27 |
| „ mensuration | 27 |
| „ outlines of natural philosophy | 101 |
| Learning geography | 405 |
| „ English grammar | 203 |
| „ English history | 309 |
| „ sacred history | 405 |
| „ drawing | 203 |
| „ instrumental music, exclusive of drums and fifes | 45 |
| Learning vocal music | 405 |

The following report of an examination for prizes, held in December 1858, contains opinions of high authority as to the efficiency of the instruction given at this institution. Similar examinations, held in December 1859 and 1860, have given equally favourable results:—

REPORT of EXAMINERS for CRIMEAN BANQUET FUND EXHIBITION PRIZES for Christmas 1858.

We, the undersigned, having been requested to undertake a portion of the examination of those pupils of the Royal Hibernian Military School who were candidates for the Crimean Banquet Fund Exhibitions, beg to report that we examined them, during three consecutive days, in arithmetic, algebra, geometry, mensuration, natural philosophy; physical, political, and commercial geography; English history, and English grammar.

The answering of the whole school in arithmetic was, in the opinion of Mr. Galbraith, highly creditable; and the boys who presented themselves for examination in mensuration and elementary algebra, were well grounded in these subjects.

In natural philosophy, the answering of the elder boys was very good, and the inferiority of the junior boys is, in the opinion of the examiner, to be attributed rather to the difficulty of teaching such subjects to very young boys than to any want of attention on the part of the boys themselves, or of skill on the part of their teachers.

In physical geography, which appears in the school to be made the basis of political and commercial geography, the answering was uncommonly good, and reflects the highest credit on the method of teaching this subject and the zeal with which it has been carried out.

In those branches of education which are rather of a literary than a scientific character, the answering was equally satisfactory. In particular it may be mentioned, that the great majority of the candidates showed that they possessed a correct and clear knowledge of the leading events of English history, and some of them exhibited a proficiency in this department which would do honour to the pupils of any school in the country.

On the whole, we have been led to form a very favourable opinion of the general industry and attention of the boys. We have also been impressed with the conviction that the system of teaching pursued in the school is highly judicious, and has been carried out with intelligence and energy, and we think that the thanks of the public are due to Major-General Colomb and his subordinate officers for the enlightened zeal which they have shown in the management of this important institution.

(Signed) Joseph A. Galbraith, F.T.C.D., and Professor of Experimental Philosophy in the University of Dublin.

(Signed) Samuel Haughton, F.R.S., Fellow of Trinity College and Professor of Geology in the University of Dublin.

(Signed) John H. Ingram, Fellow and Tutor of Trinity College, and Professor of English Literature in the University of Dublin.

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It only remains to report briefly on the nature of the instruction afforded in the regimental adult schools, and on the prospects of completing the army educational establishment at the present rate of supply of trained masters from the normal school at Chelsea.

With respect to the instruction given in the adult schools, there is reason to fear that a large majority of scholars will always be found in classes III. and IV., the subjects taught in which have been described at pp. viii.—x. of this Report. But it might also be fairly expected that in every regiment a proportion of the non-commissioned officers and men attending school would attain classes I. and II., and occasionally some few would be found in the "advanced class." Unfortunately this is very far from being the case. Out of 100

schools, taken at hazard, only 18 were found to have any pupils in the classes above III. and IV. Whether this is attributable to the circumstance of the gratuitous instruction ceasing with class III., or to the irregularity of the attendance, the effect of which is necessarily to oblige the pupil to go over the same ground again and again, and so to make little progress in the end, the fact shows that in either case the value of an education somewhat more advanced than the mere elements of each subject is not yet so highly appreciated as it may be hoped that it will be, when the system has made more progress, as an essential element in the regimental organization, and when, combined with good conduct, the possession of a sound education becomes recognized as the readiest step to promotion.

An attempt was made in 1860, but unfortunately with little success, to form drawing classes at some of the larger stations, drawing copies and models being supplied by Government, but other materials, paper, pencils, &c., being left to be provided by the pupils. The cost of these articles may have indisposed the men in some instances to volunteer for the drawing class; but to the very low state of general education, rendering the most elementary studies of more importance to the men than drawing, is probably to be assigned the almost total failure of this attempt.

As regards the prospects of completing the educational establishment of the army, the Council have to report that at the termination of the financial year 1860-61 there were 191 schoolmasters employed. The whole establishment, when complete, will comprise 284 schoolmasters; and there were, therefore, at the date above mentioned 93 masters still required. There were, at the same period, engaged as monitors or pupil-teachers, as assistant schoolmasters, or as students in the normal school, 99 persons, who may be considered as more or less under training for the office of schoolmaster. The annual rate of casualties (including discharges after 10 years' service) may be taken at about $3\frac{1}{2}$ per cent., and it follows that at the present rate of supply from Chelsea (somewhat less than 20 trained masters per annum), the establishment of army schoolmasters will not be complete before 1869. Until that date, therefore, the schoolmaster's office must continue in many corps to be held by the schoolmaster serjeant, a non-commissioned officer in general of excellent character, but usually, as is evidenced by the earnest demands of commanding officers for trained schoolmasters, scarcely equal to the duties now required of him.

In concluding their Report, the Council have no hesitation in expressing their conviction that in all cases where a fair

encouragement has been given to the established educational system of the army, taken in all its branches, it has yielded results fully equivalent to the cost and labour which have been so freely bestowed upon it. The general tenor of the reports published in Appendix II., will be found confirmatory of this opinion. Still it cannot be denied that much remains to be done. The difficulties besetting the regularity of attendance of soldiers at school appear to be no nearer their solution than they were three years ago. The very moderate amount of attendance which commanding officers were recommended to arrange for their men, namely, four hours per week, has dwindled in practice to little over two hours; while the irregularity of the attendance from day to day, the school being on some days full, and on others nearly deserted, renders the task of the schoolmaster always difficult, and often hopeless. There are, it is true, many bright exceptions to this state of things, and these invariably occur where the officer in command affords to the school his countenance and support. Where this is freely given, the educational system speedily attains its full development, non-commissioned officers and men alike profit by it, a taste is acquired for other pleasures than those of the public-house, and the general results leave little to be desired.

The Council are happy to add that the monthly reports of commanding officers, as well as the reports of the assistant and local inspectors, bear the most favourable testimony to the conduct and abilities of the schoolmasters. There have been, as might be expected, some exceptions; but in view of the attention and zeal of the great body of schoolmasters in the discharge of their laborious duties, it is unnecessary to dwell upon them. The Council are confident that the machinery, which has been prepared at so much cost is good and ample, and that the extension of elementary education among the men will be carried far beyond its present unsatisfactory limits, as soon as the one great impediment which now exists, namely, the irregularity of the attendance, shall be wholly, or even partially, removed.

W. Knollys, Lieut.-Gen., V.P.
J. E. Portlock, Major-General.
Henry Moseley.
T. Elwyn, Colonel.
J. E. Addison, Colonel.

Office of the Council
of Military Education,
Dec. 31, 1861.

# APPENDIX.

## Appendix I.—No. 1.

From Captain A. C. Gleig, Royal Artillery, Assistant Inspector of Army Schools for South Britain.

Sir, Ashtead, near Epsom, 22 May 1861.

I have the honour to enclose, for the information of the Council of Military Education, the report requested in your communication to me of the 3rd instant.

I have, &c.

The Secretary, (Signed) A. C. Gleig,
Council of Military Education. Assistant Inspector of Army Schools.

1. The state of the schools which have come under my observation during the year 1860 is in some respects superior to that which I observed in the previous year. In many regiments which had then but lately returned from foreign service (in many cases from active service), and in many 2nd battalions, the schools have become more thoroughly organized and more numerously attended than they were. But on the other hand the disembodiment of the militia has broken up many schools that were in excellent order.

2. But although the schools have to a certain extent recovered from the dislocation which necessarily resulted from the employment of a large portion of the regular forces on active service during several successive years, the standard of acquirement in most schools is considerably below that which formerly existed. I attribute this, in adult schools, to the irregularity with which the men have attended school since the attendance of recruits ceased to be compulsory. Among the grown children I think it has arisen from the frequent change of teachers to which of late years they have been subjected by their transfer from one depôt battalion to another (when the service companies of their regiments have been employed abroad), or by the employment of their regiments at one or other of the great camps, to which it is usual for only a small proportion of the children to accompany a corps. It would be interesting to know whether the other assistant inspectors have observed a falling off in the standard of acquirement in the schools which have come under their observation of late years, and if they have, to what cause or causes they attribute it.

3. The great difficulty against which pupils and teachers have to contend, and always must have to contend under the existing system in adult schools, is the irregularity of the attendance. It is a rare thing in the infantry for more than one-fourth of the men whose names are on the school books to be actually present in school on any one day; and the average amount of instruction imparted to each man nominally in attendance is extremely small. It is only in rare cases that the average attendance per man per week reaches three hours. In most regiments of infantry it is under two hours. In the cavalry the number of names upon the school books, as compared with the effective strength, is

much less than in the infantry; but of those whose names are on the school books, the proportion in actual daily attendance appears to be larger than in the other branches of the service. In the depôt battalions the number of names on the school books bears generally rather a smaller ratio to the effective strength than in regiments of infantry of the line. but the average number of hours' instruction given to those who attend appears to be rather greater than in these. The attendance in the schools of the artillery at the principal stations of the corps (always excepting those at Woolwich), though occasionally interrupted for considerable periods by the employment of the troops in gun-mounting and other duties, has I think upon the average been equal to that in the schools of the infantry. The adult attendance at the Woolwich schools has been excessively irregular, and their condition altogether unsatisfactory. The standard of acquirement in the artillery schools is still far below what, in my opinion, it ought to be. It is, however, higher than it was. The detached nature of the artillery service renders the school instruction of a large proportion of the troops of that arm a matter of great difficulty both from the want of school accommodation at most detached stations, and from the difficulty which is frequently experienced in procuring the services of properly qualified instructors. I am strongly of opinion, as I have always been, that the French pattern portable desk. of which a small number was issued for experimental purposes in June 1859, would be found most useful in supplying the want of regular school accommodation at small stations, if in every battery there was at least one non-commissioned officer instructed in the right method of using them. There has existed among schoolmasters and pupils a strong prejudice against these desks, and they have found little favour, I think, with most officers whose attention has been drawn to them. I only know of one regiment in which they have received a fair trial, viz., the Bedford militia, and in it they were highly approved of by both the schoolmaster and the commanding officer. Lieutenant-Colonel Stuart, the major of that excellent regiment, had a desk made after the pattern of those issued, with a view of introducing it into use in night schools for labouring men in his own county.

4. The degree of irregularity which exists in the attendance of soldiers at school cannot be appreciated from the mere consideration of the average daily attendance, or the average number of hours' instruction per man which the schoolmaster imparts within a given time. Out of 400 men whose names are on the books of a school, suppose that 180 are in daily attendance upon the average. It may happen—in fact, it does happen in such a case—that there are perhaps 200 or 250 men attending one day and 100 or 150 another, and not that 180 men or thereabouts attend daily; moreover, of those who attend on one day, perhaps a third part will not have an opportunity of coming to school again for two or three weeks, whilst others will be able to attend many times within the same period. It is evident that systematic class teaching is out of the question under such circumstances, and that although individuals may derive considerable profit from the schoolmaster's instruction, the general effect must be small. And this irregularity in the attendance militates against the progress even of the few who attend regularly, although of course in a less degree than against that of the others.

5. The state of the infant and industrial schools has, upon the whole, improved during the past year. The Council is in possession of my views upon the subject of the training of the schoolmistresses, and respecting the qualifications of many of those now in our employ; and the Council is also acquainted with my opinion of the necessity of providing assistance in infant and industrial schools upon a rather more liberal scale than that laid down in the school regulations.

6. I think that the number of teachers for which pay might be drawn should, in the case of all schools, depend upon the number of pupils in actual attendance, rather than upon the number of names on the school books. It sometimes happens that I find two or three assistants unemployed in a school, because, although the number of names on the books is large, the actual attendance is not so; whilst in another regiment having as many, or possibly not as many names on the school books, there are fewer school assistants than there ought to be to conduct the school efficiently. This last, by the bye, is a more common case than the other. Both defects might be remedied to some extent (though I admit only to some extent) by making the number of assistants dependent upon the average daily attendance, and in that case I think there ought to be at least one teacher to every 15 pupils.

7. The attendance of grown boys at the sewing schools has become much more general than it was a year or two back, and some of the work turned out by these lads is excellent. In two regiments which have come under my observation, viz., the 2nd Life Guards and the 2nd battalion of the 18th Foot, a few of the most apt boys are placed in the regimental shops, to be instructed in tailoring and shoemaking, and (in the 2nd Life Guards) in saddlery. In the 2nd Life Guards this is an old custom, in the 18th Foot it is of recent introduction. In both it appears to have answered very well, and I think it might be profitably adopted in other corps.

8. I have elsewhere expressed my opinion that the list of books supplied to the schools requires revision. I will only draw the attention of the Council of Military Education here to the want of a good selection of prints for the use of the infant schools. Some few schools are well supplied, but the greater number are not, and there seems to be no sort of rule followed in the supply. In different schools I find different sets of prints, and in some none at all. Good prints, by which, of course, I mean suitable prints, not fine works of art, in the hands of a mistress who understands the use of them, are invaluable in the instruction of infants, and I have even seen them used with excellent effect in a master's school of grown children. I am bound to admit that some of our schoolmistresses would probably make a very inefficient use of them, but as there is no lack of candidates for the appointment of army schoolmistress, this, though a good reason for dispensing with the services of certain mistresses, is no reason for not introducing into all our schools these useful appliances of infant teaching.

9. The regimental reading-rooms are generally well managed, and in much favour with those for whose benefit they are maintained. But the extent of accommodation provided for them is, for the most part, insufficient. The regimental reading-rooms are much more in favour with soldiers than garrison reading-rooms. Except at depôt battalion stations (and not always at these), the men frequent garrison reading-rooms very little. They go to the garrison libraries from time to time to get books, but seldom make any other use of them. But wherever regimental reading-rooms are established, they are much frequented. From all that I have seen and heard upon the subject, I am led to believe that a well furnished reading-room of sufficient size for the barrack of a regiment has a great effect upon the *moral* of the men; and I think, considering the number of works in every garrison library which are now taken from the shelves, that it would be well to spend less money upon these establishments, and to make a small pecuniary grant to each regiment in aid of the funds of the reading-room. Among the best managed reading-rooms that have come under my observation, I may mention that of the rifle depôt battalion at Winchester; that at Walmer, which, for want of

suitable accommodation elsewhere, is opened in the infant school-room every day after 4 p.m., and in the establishment and maintenance of which Mr. Stewart, the schoolmaster, has been very active; those of the 58th Foot; of the 29th Foot; of the 1st batt. 16th Foot; several of those belonging to the Royal Artillery, and others. The new reading-rooms at Shorncliffe are greatly prized by the troops. There is one in each block of barrack huts, and on the books of each a large number of subscribers' names are enrolled. There is a War Office Regulation or Circular by which barrack-masters are authorized to supply chairs and spittoons to regimental reading-rooms upon the requisition of commanding officers; and in some cases even cloth table covers have been issued. But there is no general authority for the supply of these. In practice it has been found often difficult to obtain chairs and spittoons; and in some cases in which they might have been had upon application, they were not asked for. I have frequently been surprised to find that nobody in a regiment was aware that, upon application to the barrack-master, the extra furniture which I have named could be procured; and I have never made known that it was to be had without hearing loud expressions of satisfaction. I am, therefore, anxious to recommend that it should no longer be left to commanding officers to make special application for chairs, spittoons, and table covers, but that in every barrack a large room or two should be always furnished with these articles, as a matter of course, and that a special application from a commanding officer should be required only in the event of a larger supply of them than usual being found necessary. I also strongly recommend the supply of a good clock to every barrack reading-room.

10. I have heard frequent complaints of the irregularity with which the magic lantern slides are received. I should suppose that the expense of transmitting them from station to station must be as great as that which would attend the hire of separate sets for each station; and the plan of hiring would have this advantage, in addition to that of securing greater regularity in the supply, that the slides could be selected in each case to illustrate such lectures as it might be proposed to deliver to the troops, instead of the lectures being prepared, as at present, to suit the expected magic lantern slides. Probably arrangements could be made with the Department of Science and Art, under the Committee of Council, for the hire of apparatus of all kinds, magic lantern slides included, for the illustration of lectures, at a very reduced rate of payment. It has been brought to my notice that an officer, peculiarly well-qualified for the task, undertook to deliver a series of popular lectures on natural history and ethnology to his regiment, and prepared himself to do so, but was prevented at last by the want of suitable diagrams for the illustration of his subject, which, from some correspondence that had passed between his commanding officer and the Council of Military Education, he had been under the impression that he could be furnished with. That impression was erroneous, and for aught that I know, may have been without any legitimate foundation. I mention the circumstance only to illustrate the fact that by circulating a given set of magic lantern slides, instead of supplying to each corps, upon special application, the particular slides, or printed diagrams, or other apparatus which may be requested, our lectures are apt to be curtailed in number and deteriorated in character.

11. Many officers and others who would be glad to lecture upon subjects familiar to them, if printed diagrams were supplied, object to do so with magic lantern illustrations, even if these are, in themselves, of a suitable character.

12. I beg to refer the Council of Military Education to my special report, lately drawn up by desire of the Secretary of State, for informa-

tion upon various points, on which, under other circumstances, I should have thought it right to enlarge on the present occasion.*

21 May 1861. A. C. Gleig,
Assistant Inspector of Army Schools.

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## Appendix I.—No. 2.

From J. P. Sargeaunt, Esq., Assistant Inspector of Army Schools for North Britain.

Sir, Tewkesbury Park, 7 June 1861.

I have the honour to transmit herewith the school state of the army schools in my district for the year 1860–61, which, I hope, when annexed to my report, dated 18 March 1861, will give the information required by the Council of Military Education.

I have, &c.

The Secretary, (Signed) James P. Sargeaunt,
Council of Military Education. Assistant Inspector of Army Schools.

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Sir, Tewkesbury Park, Gloucestershire, 18 March 1861.

In presenting my annual report of the army schools that have come under my inspection during the past year, I am induced to notice the advantages that may be derived from the direct communication now established between the Horse Guards and the regimental schools. It must be obvious to those who give their thoughts to the subject that the soldier's education should be part and parcel of the discipline in which he is trained, and, consequently, that commanding officers should feel that the Commander-in-Chief is the source of all orders in this as in other military matters, and that he personates the influence directing the course of the soldier's education; and this has become more apparent since musketry instruction has been treated as a science essential to the welfare of an army, since regimental efficiency and regimental intelligence have become almost synonymous terms.

General Hay, in his report for the year ending the 31st March 1859, says, "Musketry instruction requires a higher and more intelligent order "of drill instructor than the ordinary drill;" and, again, "The instructor "who wishes to ensure success must, therefore, as much as possible refer "all questions to the standard of reason rather than of authority; he "must endeavour to enlist the mind, to stimulate the thinking powers "of the soldier, and thus train him to self-reliance, without which the "'marksman' can never become fully effective."

I have been given to understand that candidates for the posts of non-commissioned officers and instructors of musketry more often fail from a deficiency in their educational acquirements than from want of aptitude to teach the mechanical part of the drill. The slight knowledge of decimal fractions required to enable a man to keep the practice returns appears to be an insuperable stumbling block to many. That such should be the case would seem at first sight a reproach to the regimental schools; but when we consider that a soldier's attendance at school is perfectly voluntary, we see that regimental schools can do no more than offer a remedy to ignorance, leaving it to the discretion of each individual whether or not he accepts it.

The acquirement and practice of no other qualification to make a soldier perfectly efficient are left to his discretion. It would be thought

* See Appendix II., p. 32.

the height of folly to establish a rule by which commanding officers might leave it a voluntary matter whether or not the men under their command acquired a knowledge of the manual and platoon exercises, and yet the teaching of such qualifications as are the immediate province of the school, the sharpening and improving soldiers' intelligence, without a high standard of which we have the authority of General Hay for saying, that the "marksman" can never become fully effective, is left a voluntary matter. I am not unmindful of the argument, that if you compel soldiers to go to school, you will interfere with recruiting; that the idea of being sent to school will deprive the ranks of many valuable men. I am, however, satisfied that such a plea is suggested for and not by those who would enlist. But, on the contrary, in course of time the army would rise in popular estimation in proportion as those who retire from the service are improved in their intellectual and social condition. And I cannot but think the public have a right to expect that the expensive machinery for the education of the army should first aim at qualifying soldiers for the duties of their profession, and the more so when it is understood that the intellectual requirements for a good soldier are the same as for a good citizen. If a soldier's attendance at the regimental school were made by law compulsory up to a certain time of his service, or until he had acquired a certain standard of knowledge, no new principle would be established, for already, as a matter of course, musketry classes are held, in order that the instructor may explain the "theoretical principles" of musketry. A soldier *who does not know his alphabet* is told that the *course of a bullet under the influence of powder is a curved line called the trajectory*. And this is done in a school-room with blackboard and easel, and with all the necessary accompaniments to a school lesson, but it is called a lecture. Go a step lower, and teach the way of understanding the scientific education given in musketry instruction, we shall be met with the objection that compulsory school attendance is not legal. But suppose out of the regimental school system there were established classes which might most properly be called elementary musketry classes, then surely the schoolmaster's duties might become as much a portion of compulsory regimental instruction as any drill that is now ordered; and let the compulsory attendance of every soldier in such elementary classes continue until the musketry instructor certify him in every respect qualified to keep the musketry returns, and to be in a fair way of acquiring a reasonable knowledge of the theory as well as the practice of rifle shooting. Some men in every regiment would never acquire such competent knowledge; such might after sufficient trial be exempt from further compulsory school attendance. The voluntary system might still continue, and probably would flourish more than at present; but the hours of voluntary schoolattendance should be in the evening, after the duties of the day are over, when men of intelligence would seek improvement in those subjects for which they have an inclination. I believe the alterations I suggest would be in accordance with the requirements of an army of the present day, and would have a marked beneficial effect. Let me not be understood to propose that the schoolmaster should in any way interfere in musketry instruction as at present established, but that under the regimental musketry instructor he should fit men for the duties they will be expected to perform in the lecture-room. Having now for five years carefully watched the progress of the regimental school system, I can confidently assert that the benefits arising from it have been immeasurably great; and if experience points to the desirability of these benefits being more generally diffused, and shows their capability of being adapted to the professional as well as the moral good of the army, it in no way detracts from their value nor lessens the merit of those who originated the system.

The conduct and ability of the schoolmasters under my supervision

are invariably reported by the commanding officers of regiments as satisfactory, and I have every reason to concur in these monthly reports. There has, indeed, been one case of misconduct of a schoolmaster who was tried by court-martial. But this is a solitary exception to the otherwise unexceptionable conduct of this valuable body of men.

I cannot but think that some commanding officers might embrace the opportunity offered by the monthly reports sometimes to give rather a more full account of their schools than is customary. It would be interesting to know that the commanding officer was satisfied with the classification of his regimental school, and that he should notice any signs of improvement.

The system of school certificates, which was first adopted at Pembroke Dock, has fully answered my expectations, and has been in a great measure the cause of the satisfactory condition of the schools at that station. Colonel Raymond, in writing to me on this subject, after enumerating the benefits his school has derived from the system, goes on to say, "The "men in a depôt battalion only remain in my charge for a short time; "but I feel quite assured if I had them stationary, as with a regiment, "I should have the majority with the good-conduct badge now to be "obtained in three years." Colonel Nugent, commanding at Stirling, writing on the same subject, says, "I have already had some certificates "printed, and I am carrying out the system, which I think is a "beneficial one." I herewith enclose copies of the certificates, in case the Council may think it desirable to bring them again generally to the notice of officers commanding regiments. I may perhaps be allowed here to quote the words of the report of Colonel Bedford, commanding 3rd battalion, 60th Rifles, at Bangalore, 30th June 1858, who says, "I "am more strongly than ever convinced that for a military school there "should be greater attention paid to subjects that will enable men to "obtain promotion. The want of pay-serjeants is greatly owing to a "deficiency in this particular branch of education, and very few are able "to make out states, &c., as all non-commissioned officers should do." If the officer commanding the 60th Rifles has the same cause of complaint as he had in 1858, he has now the remedy in his own hands; let him adopt the plan of not promoting any man without his first having obtained a school certificate, and he will find an abundance of pay-serjeants coming forward, and no lack of non-commissioned officers to make out states; and if the plan be properly and faithfully carried out, there is no fear that undue power will fall into the schoolmaster's hands. It would not be from want of ordinary care, but from extraordinary neglect, if a result so dangerous and so subversive of discipline should follow.

The grown children's schools that have come under my inspection are, generally, in a satisfactory state; the groundwork of their education is sound, and I am satisfied that these schools are placing them in that groove in which, by their own unaided exertions, they may go on increasing their acquirements to the limit of their ability. I regret not to be able to report any increase in the number of schools in which elementary drawing is taught; and I should be glad to see more schoolmasters adopting the plan practised at Aberdeen and a few other stations, of giving the children pieces of poetry to commit to memory and repeat. The children themselves take great delight in these lessons. On one occasion, having left this lesson unnoticed until the time appointed for the assembling of the adults had nearly arrived, some of the elder children came forward, requesting me to hear them repeat their lesson, and one girl 14 years of age repeated Rogers' "Genevra" with a justness of expression rarely surpassed.

The schoolmistresses appear to me to be doing their duty, and to be rendering good service to the infant children under their charge. In barracks, where the same room is used simultaneously both for infants

and grown children, the instruction of each school is somewhat retarded. This evil is especially felt at Leith, at Sheffield, and at Pembroke. I trust that at Pembroke, when the new library now in the course of building is complete, the hut at present used as a library will be given over as an infant school-room, and that no portion of the hut will be used for other purposes, as it is most desirable, when practicable, that an infant school-room should be large and entirely separate. The room hired at Aberdeen, when I last inspected the schools, was so miserably small that it appeared to me unfit for the purpose. The industrial instruction given to the soldiers' daughters is doing great good. In my district plain useful needlework of every description is taught to the children, and I am happy to say that fancy work has almost vanished from the schools. In some regiments boys are learning to make nets, to knit stockings, and to perform other industrial work which may be useful to them. In some schools there is still a feeling that knitting is an effeminate occupation for boys, but I know of no other acquirement which more conduces to give a man occupation in his blind old age, when, perhaps, most of his faculties are so impaired as to preclude him from taking part in almost every other description of useful labour. Having now, for Lord Herbert's information, made such suggestions as it appears to me might tend to improve the present system, it remains only to state my conviction, which is fortified by the opinion of officers commanding regiments, that the introduction and development of the regimental school system has been an unmixed benefit to the army.

With all the short-comings that must at times be brought to the notice of an inspector, there has been an unvarying, unbroken progress, not only in the acquirements of soldiers and their children, but in the still increasing interest which is taken by commanding officers in the intellectual condition of the men under them.

I have, &c.

(Signed) JAMES P. SARGEAUNT,
Assistant Inspector of Army Schools.

The Secretary,
Council of Military Education.

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SCHOOL STATE, 1860-61.

| | Masters' Schools. | | | | | Mistresses' Schools. | | |
|---|---|---|---|---|---|---|---|---|
| | Adults. | | | Children. | | Infant. | | Industrial. |
| | Monthly Average on the School Books. | Monthly Average in Daily Attendance. | Average Number of Hours of School per Man weekly. | Monthly Average in the School Books. | Average Daily Attendance. | Monthly Average on the School Books. | Average Daily Attendance. | Average Number on the School Books. |
| Cavalry - - - | 238·3 | 115·15 | 3·74 | 73·72 | 64·04 | 101·6 | 84·46 | 100·29 |
| Royal Artillery - | 83·01 | 41·01 | 3·76 | 82·5 | 26·09 | 23·09 | 18·51 | 22·34 |
| Infantry - - - | 2425·41 | 866·57 | 2·73 | 254·87 | 216·08 | 304·08 | 249·37 | 345·25 |

JAMES P. SARGEAUNT,
Assistant Inspector of Army Schools.

## Appendix I.—No. 3.

### From E. A. Vicars, Esq., Assistant Inspector of Army Schools for Ireland.

Sir, Trimleston Lodge, 24 May 1861.

In accordance with your instructions, I have the honour to forward the following report of the schools in this district for the year ending 31 March 1861.

Adults.

1. The attendance of adults during the past year has been unusually large. During the winter months more especially, and before rifle drill instruction recommenced for the season, the number of names on the school books in all the more important garrisons was very considerable, and formed a large proportion of their "effective strength." In Dublin from 2,000 to 2,500 men attended school in the last four months of the period with which this report is concerned. In Fermoy the average daily attendance for the whole year was 224, and 1,189 new names have been added to the school register. In Limerick the average daily attendance exceeded 600. At the Curragh Camp the daily attendance made up by men from two regiments was 700. At Birr, Buttevant, Belfast, and Templemore the attendance has been proportionably large, but at Cork, Athlone, and Ballincollig, I do not think the numbers have increased on the year.

Causes of the increased attendance.

2. The increased attendance of adults is attributable to several causes. Among them not the least influential is the comparatively new regulation by which soldiers are exempted from the payment of fees until they have made a considerable advance in knowledge. The supplementary order of more recent date, which also relieved the 3rd class (as it is distinguished in the classification) from those charges, has been also a great auxiliary to school attendance. Men who have an ambition to rise in the service, and take pleasure in mental improvement, are now enabled to acquire a fair elementary education gratuitously; and notwithstanding all that has been said with regard to the pride and dignity of paying for the knowledge you seek,—of the greater value attached to the acquisition of learning when pecuniary sacrifices are necessary to obtain it, and similar arguments,—I have no doubt whatsoever that adult education in the army at present has no other secure basis but its being gratuitous. The time may come when a soldier will think it beneath him to accept teaching for which he does not pay, but at present no such sentiments disturb him. For the most part he regards the opportunity to learn not as a boon, but as a right, and appreciates it in proportion to the degree in which he finds learning agreeable, and believes it to be necessary for his advancement in the service.

Hours per week.

3. The number of hours per week given by each man, in the statistics furnished above, is very inconsiderable. I do not think it averaged three in this district. At Limerick the number of hours was *two*; at Fermoy it was two and a fraction; at the Camp, Curragh, it was three; at Dublin, it was two and a half; and so on throughout Ireland. In the depôt battalions, which form a large proportion of the force in this country, recruits largely predominate; and the various calls made upon them in order that they may acquire a knowledge of their duty, and *acquire it quickly*, of course interfere with school operations, and I do not see what is to be the remedy for the evil. Doubtless the extent to which these impediments in the way of regular school attendance interfere with it depends in no inconsiderable degree upon the commanding officers. This applies to regiments as well as to garrisons. Certain

facilities and indulgences can be given for going to school, which materially reduce the difficulties before referred to; and where promotion is known to depend upon a man's possession of a certain amount of knowledge, there will be found more regularity in the school attendance and greater activity and industry in the school.

Proportion of men who can neither read nor write on enlistment.

4. The proportion of men who can neither read nor write on enlistment, or who do either or both a little, varies greatly in different regiments. At Birr, out of the large number of recruits who have joined within the last few months, 50 only, as Colonel Smith informed me, were unable to sign their attestations. At Limerick a very different state of things exist. The total strength of the garrison, according to the returned furnished for me, is 1,181, and of 1,094 rank and file, more than 250 can neither read nor write; 200 read and write a little; and 215 recruits joined within the last 12 months, 90 of whom did not know a letter in the alphabet. At Fermoy, 732 out of 1,189 men signed their names in the school books on commencing to attend. At this station it would appear the men are under some kind of inducement to go to school until they can pass through the 4th class. I see by a return that 95 have so passed since January last. Of this number,

| | | | | |
|---|---|---|---|---|
| 39 | attended school for | 1 | month. | |
| 19 | „ | „ | 2 | „ |
| 13 | „ | „ | 3 | „ |
| 7 | „ | „ | 4 | „ |
| 10 | „ | „ | 5 | „ |
| 2 | „ | „ | 6 | „ |
| 2 | „ | „ | 7 | „ |
| 1 | „ | „ | 10 | „ |
| 2 | „ | „ | 11 | „ |

Time expended in teaching adults to read and write, &c.

5. From the best sources of information to which I have access, I should conclude that to teach a soldier to read and write fairly and work the ordinary rules of arithmetic requires a period of from eight to twelve months. The time expended of course varies in proportion to the intelligence of the men themselves, their willingness to learn, their punctuality, the zeal of the teachers, the station at which they are located; but, speaking generally, and allowing average opportunities to each man, the most competent masters in this district concur in considering that the above period is required to convey the amount of education I have named. The 26th Regiment, Cameronians, is a very favourable specimen of what may be done by energy on the part of the master and industry on the part of the men, assisted, of course, by the co-operation of the commanding officer. Out of 140 men who, on the 1st November 1860, were unable to sign their accounts or to read, 84 have learned to write sufficiently well to sign their accounts, and have made proportionate progress in reading. This regiment, on its return home, was in a miserable condition so far as its schools were concerned. Schoolmaster Grant has regenerated it by his ability and his zeal; and there is little doubt that if he has the same opportunities for any considerable time, he will not have 50 illiterate men in the regiment.

Children, "grown."

6. The children's schools in this district are, generally speaking, in a satisfactory condition. In the larger garrisons, more particularly, considerable progress has been made. Whatever may be the general advantages of the regimental system in school matters, there can be no doubt that children acquire knowledge more rapidly and upon a more extended scale when in a garrison school. This is to be attributed, 1stly, to the number of *trained* masters employed, so that none but the lowest classes are in the charge of soldier assistants; and, 2ndly, to the classes being large. A master can teach 20 children the history of England orally

as well as 10, and so he has more time for each subject; 3rdly, to the emulation and zeal created by the contact and association of many minds, and the natural desire of each child not to discredit the corps with which it may be connected. Several of the best masters in the service have been educated in these garrison schools, and they form a useful nursery for monitors for admission to Chelsea.

Infants.

7. The infant schools appear to be conducted satisfactorily. The schoolmistresses, upon the whole, seem fitted for their position, not so much from any remarkable ability that they possess, as from their kindly manners, not unmixed with firmness and system. Some of the mistresses, however, are too young, as single women, to be in charge of a school; and the regulation by which the age at which they can be accepted is extended, appears a judicious one.

Industrial.

8. The industrial schools are also doing well. A great deal of work is done, chiefly of a plain and useful kind, which is distributed to each corps, according to the discretion of the commanding officer, and is a great assistance to the poorer families.

Libraries.

9. As education increases in the army, libraries are becoming more important, as well as more popular. The books chiefly read are works of fiction, and of these a fresh supply to the larger garrisons from time to time would be a great advantage. A return forwarded with my report of the Fermoy schools will show how much the library is in request at that place; and at Limerick and other places a similar taste for reading appears to exist.

Reading-rooms, &c.

10. The addition of newspapers to the reading-rooms has greatly enhanced their popularity. Every room is filled at different parts of the day, and in the evening especially, which proves that the amusement and recreation provided form an efficient counter-attraction to the pleasures sought out of the barracks.

Lectures.

11. Lectures are delivered now during the winter months in almost every station in this district. Schoolmaster Barnes delivered 40, and other masters in Dublin 16 lectures on various subjects, at which there was an average attendance of 160. At Fermoy six were delivered, with an average attendance of 378. At the camp Schoolmaster Newsom delivered 39 lectures, with an average attendance of 300. At Limerick Schoolmaster Little delivered 14, and other masters four lectures, the total attendance at which was over 5,000. At Buttevant 13 lectures were delivered, with an average attendance of 313.

Conduct of masters and mistresses.

12. The conduct of the schoolmasters and schoolmistresses in this district during the last year has been on the whole very creditable. Of the junior masters, I would specially commend Schoolmaster Grant, of the 26th Regiment, as an admirable teacher and a most excellent young man.

I have, &c.

(Signed) EDWARD A. VICARS.

## Appendix I.—No. 4.

From Colonel Lacy, Assistant Adjutant General, Gibraltar, Local Inspector of Army Schools.

Sir, Gibraltar, 9 February 1861.

In forwarding the enclosed reports of my periodical inspection of the army schools at this station, I have much pleasure in bearing testimony, as on former occasions, to the efficient manner in which the business of these establishments continues to be conducted.

Although the tables exhibit, for the most part, but a poor attendance of adults, such a state of things is referrible to causes connected with garrison and regimental economy, and not to any defects in our army school system. Where fair play is given to the exertions of the masters and mistresses, as in the children's schools, the results are always satisfactory. It is the adult school, in its lower classes, that tries the patience and taxes the energies of the army schoolmaster.

When he sees before him a large class of overgrown children, who are to be taught, from the beginning, to read and write, with an attendance of only an hour or two a week, the prospect is almost hopelessly discouraging.

I am well aware that diligence and expertness on the part of the masters can do much to overcome the difficulty, and that they may gather sound precepts from the published reports of what has been accomplished by other labourers in the same field—from the instructive notes, for instance, of Mr. Little of Limerick, published in the Appendix to the Annual Report of 1858; still, with the very limited attendance that can be commanded in this garrison, they must be content with a small measure of success.

I have observed that in some instances a construction has been put on the General Order of the 16th January last which I cannot think it was intended to bear, viz., the return to an absolutely voluntary system.

The General Order, as it appears to me, does not affect the compulsory power placed in the hands of the commanding officer by the 37th Article of War. It only enjoins certain limitations to the exercise of it, and particularly in the case where the soldier evinces a natural inaptitude and distaste for learning, or an ungrateful sense of the boon conferred.

The school accommodation of the garrison will soon be much extended. The infant school for the Windmill Hill district is ready for occupation, the new school-room and schoolmaster's quarters at the Town Royal Barracks are nearly complete, and the chapel school in the south district is in a forward state.

Reading rooms, regimentally supported, have been contrived by some of the corps and battalions generally at a sacrifice of their barrack accommodation, while the garrison "Soldiers' Home," which every day assumes larger proportions, continues to be a resort of great attraction for the soldier. Books, and other means of rational amusement, are to be found there in abundance, and lectures are delivered with perhaps greater effect than in the school-rooms.

I feel sure that the prosperity of an institution which has for its object the intellectual and moral well-being of the soldier must always have an interest with the Council of Military Education. It has recently been recognized by the Secretary of State, and endowed with a large grant of public money.

I will, therefore, take the liberty of forwarding to the Council, as soon as it is out of the press, the General Report of the management,

with the rules for its future administration, which have already been submitted by the proper authority to His Royal Highness the General Commanding-in-Chief.

I have, &c.

The Secretary, Council of Military Education. T. E. Lacy, Colonel, Local Inspector Army Schools.

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I.

Report of Inspection of the Schools of the Royal Artillery at Gibraltar, on the 24th of January 1861, by Colonel T. E. Lacy, Assistant Inspector of Army Schools.

Officer commanding, Colonel Shuttleworth.

Schoolmaster, C. Webb; assisted by five non-commissioned officers and gunners.

Schoolmistress Forbes.

Adult School.

| Rank. | Effective Strength. | On School Books. | Present. |
|---|---|---|---|
| Serjeants - - - | 57 | 13 | 3 |
| Corporals - - - | 32 | 58 | 16 |
| Bombardiers - - - | 32 | — | — |
| Acting Bombardiers, Gunners - | 863 | 378 | 26 |
| Trumpeters - - - | 16 | 13 | 9 |
| Total - - - | 1,000 | 462 | 54 |

This school is held in the schoolroom in Castle Road.

Regular hours of attendance 5 to 7 p.m.

Children's School.

| | No. in Regiment. | Grown. | | Industrial. | | Infant. | |
|---|---|---|---|---|---|---|---|
| | | On School Books. | Present. | On School Books. | Present. | On School Books. | Present. |
| Boys under 6 years of age - | 22 | — | — | 14 | 14 | 17 | 15 |
| „ above 6 years, up to 9 - | 17 | 17 | 17 | 6 | 6 | 5 | 5 |
| „ above 9 years, up to 11 | 7 | 7 | 7 | 1 | 1 | — | — |
| Girls under 6 years of age - | 20 | — | — | 23 | 16 | 20 | 16 |
| „ above 6 years, under 9 | 19 | 19 | 18 | 13 | 13 | — | — |
| „ above 9 years, up to 11 | 13 | 13 | 13 | 16 | 16 | — | — |
| Total - - | 98 | 56 | 55 | 73 | 66 | 42 | 36 |

The school is held in the schoolroom in Castle Road. Regular hours of attendance—Grown, 9 to 12 noon; Industrial, 1 to 3 p.m.; Infant, 9 to 12 noon, and 1 to 3 p.m. The accommodation being extended by the use of a double marquee, floored.

Adult Schools.

The schools of this brigade of Artillery still maintain their character of being the best on the station.

The first-class of adults was examined in geography, and gave correct answers to and appropriate explanations of the questions put to them. In writing from dictation, the correctness of their spelling compared with that of the other schools was very remarkable. In arithmetic, the men of this class were found to be able to work the rules of proportion and vulgar fractions.

The other three classes, in spite of desultory attendance to an almost hopeless extent, I found less backward than I could have expected; the fourth, indeed, is still struggling (and under extreme difficulties) with the earliest reading lessons.

Second-class Schoolmaster Webb appears to do full justice to his charge.

### Children's Schools.

I have so often brought to notice the great advantages which these schools enjoy in the active superintendance of the ladies of the corps, efficiently seconded by the practical skill of Mrs. Forbes, that it is unnecessary to refer to them on the present occasion. The children are far more advanced for their age than those of the other schools, the grown children having attained the higher rules of arithmetic, in which they passed an excellent examination, having also a very competent knowledge of the other subjects taught in their respective classes; while the infants show that great care and judicious management have been bestowed on their training.

The industrial work produced and distributed at Christmas was, as usual so abundant as to be of practical benefit as regards the comforts of the children and their parents.

The children are taught singing.

T. E. Lacy, Colonel,
Local Inspector, Army Schools.

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## II.

Report of Inspection of the Schools of the Royal Engineers at Gibraltar, on the 23rd of January 1861, by Colonel T. E. Lacy, Assistant Inspector of Army Schools.

Officer commanding, Colonel Stehelin.
Schoolmaster, G. Hamilton.
Schoolmistress, F. Hannah.

### Adult School.

| Rank. | * Effective Strength. | On School Books. | Present. |
|---|---|---|---|
| Serjeants - - - | 15 | — | — |
| Corporals - - - | 27 | 11 | 5 |
| Lance Corporals - - | 68 | 11 | 4 |
| Privates - - - | 223 | 18 | 5 |
| Drummers and Band Boys - | 5 | 5 | 3 |
| Total - - | 288 | 45 | 17 |

* This includes the three companies, but one of them has been ordered for embarkation, and has no men on the school books.

The school is held in a schoolroom at Hargreave's Barracks.
Regular hours of attendance, 5 to 7 p.m.

### Children's School.

| — | No. in Regiment. | Grown. | | Industrial. | | Infant. | |
|---|---|---|---|---|---|---|---|
| | | On School Books. | Present. | On School Books. | Present. | On School Books. | Present. |
| Boys under 6 years of age - | 3 | — | — | 1 | 1 | 1 | 1 |
| „ above 6 years, up to 9 - | 5 | — | — | 4 | 4 | 4 | 4 |
| „ above 9 years, up to 12 $\frac{8}{12}$ | 3 | 3 | 3 | — | — | — | — |
| Girls under 6 years of age - | 5 | — | — | 2 | 2 | 2 | 2 |
| „ above 6 years, under 9 | 4 | — | — | 4 | 2 | 4 | 2 |
| „ above 9 years, up to 9 $\frac{11}{12}$ | 3 | 3 | 3 | 3 | 3 | — | — |
| Total - - | 23 | 6 | 6 | 14 | 12 | 11 | 9 |

The school is held in the adult schoolroom.

Regular hours of attendance:—Grown, 9 to 12 a.m.; Industrial, 2 to 4 p.m.; Infant, 9 to 12 a.m.

### Adult School.

The adult school, which according to the provisional classification, consists of but one class, the fourth, is divided into two sections. The first section was examined in writing from dictation, which was satisfactory. In arithmetic they have made considerable progress, the majority of those present being pretty conversant with vulgar and decimal fractions, simple proportion, and interest. The second section, although not so far advanced, appeared to have a good general knowledge of the same subjects as those in which the first was examined.

The subjects, however, laid down in the classification list have not been strictly followed out. The commanding officer seems to have considered it of primary importance, in this branch of the service, to force forward the attainment of arithmetic and writing from dictation, to the postponement of the other prescribed subjects.

Probably in the case of the Royal Engineers, the Council may be disposed to concede to the commanding officer this latitude of judgment.

### Children's Schools.

The children, although few in number, were found well advanced in arithmetic, being familiar with the compound rules, simple proportion, and vulgar fractions. They can write well from dictation, and have a good knowledge of the geography of the British Isles, and of English grammar.

The infant children owing to the impaired health of Schoolmistress Hannah, which will render necessary a relief from her charge, have not made the same progress as the grown children. Nevertheless a fair quantity of industrial work was produced and distributed at Christmas.

T. E. Lacy, Colonel,
Local Inspector, Army Schools.

January 24, 1861.

III.

REPORT of INSPECTION of the Schools of the 2nd Battalion, 6th Regiment, at GIBRALTAR, on the 29th January 1861, by Colonel T. E. LACY, Assistant Inspector of Army Schools.

Officer commanding, Lieutenant-Colonel Fraser.

Schoolmaster Henderson; assisted by five non-commissioned officers and privates.

Schoolmistress Henderson.

ADULT SCHOOL.

| Rank. | Effective Strength. | On School Books. | Present. |
|---|---|---|---|
| Serjeants | 42 | 22 | 8 |
| Corporals | 38 | 21 | 6 |
| Lance Corporals | 27 | 24 | 11 |
| Privates | 698 | 477 | 198 |
| Drummers and Band Boys | 28 | 20 | 12 |
| Total | 833 | 564 | 235 |

The school is held in a barrack-room at the south barracks.

Regular hours of attendance, 2 to 4 p.m.

CHILDREN'S SCHOOL.

| — | No. in Regiment. | Grown. | | Industrial. | | Infant. | |
|---|---|---|---|---|---|---|---|
| | | On School Books. | Present. | On School Books. | Present. | On School Books. | Present. |
| Boys under 6 years of age | 22 | — | — | — | — | 7 | 7 |
| „ above 6 years, up to 9 | 7 | 7 | 7 | — | — | — | — |
| „ above 9 years, up to 12½ | 1 | 1 | 1 | — | — | — | — |
| Girls under 6 years of age | 23 | — | — | 2 | 2 | 2 | 2 |
| „ above 6 years, under 9 | 10 | 10 | 10 | 10 | 10 | — | — |
| „ above 9 years, up to | 1 | 1 | 1 | — | — | — | — |
| Total | 64 | 19 | 19 | 12 | 12 | 9 | 9 |

The school is held in the old school-room at the south barracks.

Regular hour of attendance, Grown children, 9 to 12 a.m., 2 to 4 p.m.; Industrial, 2 to 4 p.m.; Infant, 9 to 12 a.m., 2 to 4 p.m.

ADULT SCHOOL.

This school has made marked progress since my last inspection. The first class, consisting chiefly of non-commissioned officers, have not failed to profit by the indulgence granted to them by their commanding officer, of frequent exemption from parades; their attendance has, in consequence, been regular, uniform, and productive of permanent benefit to themselves. They have obtained a good general knowledge of geography, and a more intimate one of the geography of the British Isles, with their products, manufactures, &c. Their writing from dictation is very satisfactory, while in arithmetic they solve examples in

interest, proportion, and the compound rules, and in most instances at my examination, correctly.

The second class showed a fair acquaintance with the geography o Europe, and that they could read well. Their writing from dictation was not quite so satisfactory, but in arithmetic the compound rules and reduction appeared well understood.

I found the lower classes only beginning to read words of one syllable, and to form letters and figures. From the number of men encouraged to attend this class, much drudgery must fall to the lot of the schoolmaster and his assistants, and, I must say, that Schoolmaster Henderson seems to contend with it with zeal and energy. A drawing class has been formed, with satisfactory results, and very favourable specimens of the work of the pupils were shown to me.

### Children's Schools.

The grown children passed a satisfactory examination in the geography of the British Islands, and in English grammar. In arithmetic they showed themselves very apt at mental calculation, while their slate performances were equal to those of the adults. Their writing from dictation was good.

The infant children have improved since my last inspection. Although an entire class has been removed to the upper school within the last six months, I found the first class able to read with ease and spell fairly, with a little knowledge of the first rules of arithmetic.

The needlework of the girls appeared to be good, and I was told that a large distribution of articles had been made at Christmas, under the superintendence of the lady to whose fostering care this branch is evidently much indebted. Singing is taught.

T. E. Lacy, Colonel,
Local Inspector of Army Schools.

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## IV.

Report of Inspection of the Schools of the 2nd Battalion 8th Regiment at Gibraltar on the 6th of February 1861, by Colonel T. E. Lacy, Assistant Inspector of Army Schools.

Officer commanding, Colonel Wilson.
Schoolmaster Wheeler, assisted by two non-commissioned officers.
Schoolmistress Wheeler.

### Adult School.

| Rank. | Effective Strength. | On School Books. | Present. |
|---|---|---|---|
| Serjeants - - - | 44 | 4 | 3 |
| Corporals - - - | 40 | 6 | 4 |
| Lance Corporals - - | 65 | 18 | 16 |
| Privates - - - | 26 | 18 | 4 |
| Drummers and Band Boys - | 678 | 65 | 44 |
| Total - - - | 853 | 111 | 71 |

The school is held in a large model school room in the Grand Casemate Barracks.

Regular hours of attendance, 9 a.m. to 11 a.m.

CHILDREN'S SCHOOL.

| | No. in Regiment. | Grown. | | Industrial. | | Infant. | |
|---|---|---|---|---|---|---|---|
| | | On School Books. | Present. | On School Books. | Present. | On School Books. | Present. |
| Boys under 6 years of age - | 43 | – | – | – | – | 9 | 8 |
| „ above 6 years up to 9 | 3 | 1 | 1 | – | – | 2 | 1 |
| „ above 9 years up to 13 | 4 | 4 | 4 | – | – | – | – |
| Girls under 6 years of age - | 34 | – | – | 9 | 8 | 8 | 8 |
| „ above 6 years under 9 | 5 | 2 | 2 | 5 | 5 | 3 | 3 |
| „ above 9 years up to 11 | 1 | 1 | 1 | 1 | 1 | – | – |
| Total - - | 90 | 8 | 8 | 14 | 14 | 22 | 20 |

The school is held in a barrack room at the King's Bastion.

Regular hours of attendance from 11 to 12, 2 to 4 p.m.; Industrial, 9 to 11 a.m.; Infant, 11 to 2 p.m.

ADULT SCHOOL.

This battalion has been only three or four days in barracks, having been encamped at the north fort for the last four months, during which time school business has been almost wholly suspended. Very few adults were present at my inspection, and the attendance on ordinary occasions is, I was told, even smaller; for the same impression appears to prevail with regard to the General Order of the 16th January last, as that to which I have adverted in another place.

The first class, with a pretty fair knowledge of arithmetic, read and wrote from dictation well, and it is to be hoped that when the master, Mr. Wheeler, shall have had time to get his school into order, progress will soon be shown in the lower classes.

CHILDREN'S SCHOOLS.

The grown children, as will be seen by the table, are extremely few in number.

The first class, consisting of only three pupils, showed that they were well advanced in arithmetic and geography; read fluently, wrote correctly from dictation, and were expert in mental calculation.

The second class read pretty well, answered questions in geography, and worked examples in the compound rules of arithmetic.

The infant school appears to have suffered somewhat from the delicate state of health of the mistress, and more from the uncomfortable circumstances of a camp, but in spite of this the industrial work produced in the last six months has been plentiful.

The children are taught singing.

V.

REPORT of INSPECTION of the Schools of the 1st Battalion 25th Regiment at GIBRALTAR, on the 25th January 1861, by Colonel LACY, Assistant Inspector of Army Schools.

Officer commanding, Major Robertson.

Schoolmaster Rutherford; assisted by eight non-commissioned officers and privates.

Schoolmistress Fogarty; assisted by one pupil-teacher.

ADULT SCHOOL.

| Rank. | Effective Strength. | On School Books. | Present. |
|---|---|---|---|
| Serjeants | 57 | 29 | 6 |
| Corporals | 29 | 22 | 6 |
| Lance Corporals | 65 | 55 | 33 |
| Privates | 708 | 210 | 126 |
| Drummers and Band Boys | 29 | 13 | 6 |
| Total | 888 | 329 | 177 |

The school is held in the large model schoolroom at the Grand Casemated Barracks.

Regular hour of attendance, 2 to 4 p.m.

CHILDREN'S SCHOOL.

| | No. in Regiment. | Grown. | | Industrial. | | Infant. | |
|---|---|---|---|---|---|---|---|
| | | On School Books. | Present. | On School Books. | Present. | On School Books. | Present. |
| Boys under 6 years of age | 19 | – | – | – | – | 14 | 11 |
| „ above 6 years up to 9 | 10 | 5 | 4 | – | – | 5 | 5 |
| „ above 9 years up to 14 | 9 | 9 | 8 | – | – | – | – |
| Girls under 6 years of age | 43 | – | – | 10 | 9 | 10 | 9 |
| „ above 6 years, under 9 | 7 | 3 | 3 | 7 | 7 | 4 | 4 |
| „ above 9 years up to | 5 | 5 | 5 | 5 | 5 | – | – |
| Total | 93 | 22 | 20 | 22 | 21 | 33 | 29 |

The school is held in a barrack room in the King's Bastion casemates.

Regular hours of attendance, from 9 to 12 a.m.; Industrial, 2 to 4 p.m.; Infant, 9 to 12 a.m.

ADULT SCHOOL.

The commanding officer has adopted, in this school, the system of postponing the higher branches of the school course, in order to diffuse more generally, and to perfectionate the knowledge of reading, writing from dictation, and the first rules of arithmetic. There is much to be said in favour of this practice where the average attendance of adults is so low, as it necessarily is here; but the teaching of history, geography, &c., is thus made to depend on voluntary attendance at extra hours.

The copy writing and writing from dictation at my examination showed that particular attention had been paid to these studies. The

spelling was very good; and, notwithstanding the restriction to which I have adverted, I found the first class advanced in arithmetic to vulgar fractions, interest, and proportion; and well instructed in geography and in English history.

The schoolmaster, Mr. Rutherford, has only joined the regiment within the last few days, but his assistants, especially the first assistant, Corporal Alexander, are very good indeed, having been trained under their late lamented schoolmaster, Mr. Hervey.

### Children's Schools.

The grown children of the first class answered questions in English history without hesitation. In arithmetic they were found well advanced, working examples in vulgar fractions and extraction of square root with facility.

In mental arithmetic they surpassed all the other children I have examined in quickness and accuracy.

Their copy and dictation writing was very good, and they answered questions well in physical and descriptive geography. The second class was little inferior in some of these subjects, and the examination of the two lower classes was satisfactory.

The infant children appear to have been well attended to by their mistress, Mrs. Fogarty; and the industrial branch, under the superintendence of some of the ladies of the battalion, has been very productive. The children are taught singing.

T. E. Lacy, Colonel,
Local Inspector of Army Schools.

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## VI.

Report of Inspection of the Schools of the 100th Regiment at Gibraltar on the 31st of January 1861, by Colonel T. E. Lacy, Assistant Inspector of Army Schools.

Officer commanding, Colonel De Rottenburg, C.B.

Schoolmaster Billing, assisted by three non-commissioned officers and privates.

Schoolmistress Marsland.

### Adult School.

| Rank. | Effective Strength. | On School Books. | Present. |
|---|---|---|---|
| Serjeants - - - | 47 | — | — |
| Corporals - - - | 42 | — | 1 |
| Lance Corporals - - | 58 | 2 | 1 |
| Privates - - - | 713 | 38 | 43 |
| Drummers and Band Boys - | 32 | — | — |
| Total - - - | 892 | 40 | 45* |

* A few more were present than were on the school books. See general remarks.

The school is held in a large model schoolroom at the Grand Casemate Barracks.

Regular hours of attendance, 11 to 12.30 a.m.

CHILDREN'S SCHOOL.

| — | No. in Regiment. | Grown. | | Industrial. | | Infant. | |
|---|---|---|---|---|---|---|---|
| | | On School Books. | Present. | On School Books. | Present. | On School Books. | Present. |
| Boys under 6 years of age - | 33 | – | 2 | – | – | 8 | 8 |
| „ above 6 years up to 9 | 5 | 3 | 4 | – | – | – | – |
| „ above 9 years up to 12 | 8 | 8 | 4 | – | – | – | – |
| Girls under 6 years of age - | 26 | – | – | – | – | 5 | 5 |
| „ above 6 years under 9 | 1 | 1 | 2 | 5 | 5 | 1 | 1 |
| „ above 9 years up to 11 | 7 | 7 | 3 | 1 | 1 | – | – |
| Total - - | 80 | 19 | 15 | 6 | 6 | 14 | 14 |

The school is held, the grown children in the adult school, the infant in a barrack room, King's Bastion.

Regular hours of attendance, Grown—9 to 12 a.m., 2 to 3.30; Industrial, do.; Infant, do.

ADULT SCHOOL.

This school, which until lately has been very numerously attended, I found reduced to not more than 40 non-commissioned officers and men, the number that appears on the school books.

This falling off would seem to be the result of an interpretation of the General Order of the 16th January 1861, which I cannot but think an erroneous one. The power of the commanding officer, under the 37th Article of War, to enforce attendance, is manifestly left untouched by that order, which merely, as it appears to me, inculcates that the power is to be exercised under the discriminating principles laid down in the second paragraph of the order.

The adult school of the 100th regiment is at present, as reported to me, composed of volunteers only. However it must be remarked that rudimentary education is diffused through the ranks of this regiment to a more than usual extent, and it is perhaps judicious not to apply the compulsory power to the higher branches of the school course.

Mr. Billing, the master, whom I have known for some time as a very good and painstaking young man, has been laid up for many weeks with a serious illness, from which he is only now slowly recovering.

The schools have of course felt his absence, but the first class passed a fair examination in arithmetic, to proportion and vulgar fractions, in history and geography, and wrote neatly from dictation; the other classes are more backward.

CHILDREN'S SCHOOLS.

The grown children answered, with more or less correctness, questions in English history and geography, wrote well from dictation, and showed a fair knowledge of arithmetic.

The industrial and infant schools seem to be very well looked after by the mistress, Mrs. Marsland, who has only had charge of them for two or three months. They are at present somewhat inferior to the other schools that I have seen. The distance of the temporary school room from the barracks in which the parents reside has much to do with this.

Nevertheless a long list of articles of work distributed at Christmas was shown to me, with a few specimens since completed. Singing is taught.

T. E. Lacy, Colonel,
Local Inspector of Army Schools.

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## Appendix I.—No. 5.

From Major Boothby, Royal Artillery, Local Inspector of Army Schools at Malta.

Sir, Malta, 22 June 1861.

The military year just closed having been the first of my experience as local inspector of schools, I was not aware that any report beyond that already forwarded was required, or I should have duly furnished it.

The past year has been, in this command, one of continued change in the school department, there not remaining at its close one school under the care of the trained or acting schoolmaster who held the post at its commencement.

Under such circumstances the progress made by the adults and children under instruction has necessarily been much impeded. Still, progress has been made, and I am of opinion that the condition of the schools generally is more satisfactory than it was a twelvemonth since.

With one exception, the battalions stationed here are of comparatively recent formation, and, consequently, attendance at drill has left to the men little time to be devoted to their mental improvement, except during the hot season, when they are not in the best condition for receiving instruction.

Further, the educational standard of the men is generally low, and therefore they do not so readily manifest any marked improvement as would be shown under different circumstances.

The indifferent nature of the school accommodation (already reported upon) at many stations is a great drawback to the efficiency of the schools.

At Fort Ricasoli and Isola Gate the school-rooms are dark, and at the former utterly without ventilation.

As before pointed out, the schools are most actively in operation during the hot season, and the fitness of the teacher to instruct and of the pupils to profit by such instruction is apt to be seriously diminished when there are some 80 or 90 men packed together in a room in which not more than eight or ten would be allowed to sleep, with the thermometer at 85° or 90° in the shade, and no means of obtaining a proper supply of fresh air.

There are only two rooms throughout the command permanently told off as infant schools, viz., at Upper St. Elmo and Fort Verdala. These have only fittings suited for adults, and in the whole command there does not exist a gallery for collective instruction, or a low seat for the use of the young children. The trained mistresses have consequently little opportunity of duly carrying out the infant school system, which may to some extent account for the state of their schools generally being not quite satisfactory.

With regard to adult schools, those of the Royal Artillery have shown the largest average attendance in proportion to the number on the books. This attendance has, however, been necessarily desultory, as the duties and fatigues on this station have been very heavy.

In order to keep up the supply of educationally qualified men for the non-commissioned ranks, it has been found desirable to provide special opportunities of instruction for steady, intelligent men, and consequently a special class of three men per battery has been in operation since September last; these men being relieved from all duty, have attended the school during six hours per day since that period, and the result has been found satisfactory, nine men having taken 2nd class certificates on the War Office classification, and eight men certificates of the 3rd class.

The attendance of both adults and children in all corps stationed in this garrison is fully shown in the state hereto annexed, but is regulated on very different principles.

In the 2nd battalion, 3rd Regiment, and 2nd battalion, 23rd, it is compulsory, but in the former ceases to be so on the receipt of a 2nd class school certificate on the War office classification.

In the 2nd battalion, 15th Regiment, and 4th battalion, Rifle Brigade, it is voluntary, with exemption from a parade during the summer months.

In the 1st battalion, 22nd Regiment, and 2nd battalion, 22nd, it is voluntary, without privilege.

In the first-mentioned corps, 2nd battalion, 3rd Regiment, the attendance is made part of the regimental system, and continues to the fullest possible extent throughout the year; though, as will be perceived upon inspection of the appended state, there is a considerable falling-off during the drill season.

Under favourable circumstances there have been four times as many men in daily attendance at the school of this corps as there have been in others.

Considerably greater results have therefore been attained, about 150 men having learnt to read and write since the corps has had a trained master, and 17 War Office certificates of the 2nd class and 13 of the 3rd class having been issued since August last.

In addition to the ordinary pupils, a special class of three men per company has been continually in operation, under a similar arrangement to that made in the Royal Artillery.

In the 2nd battalion, 23rd Regiment, the name of every man on the effective strength is borne on the books of the school, but the real attendance is comparatively small.

The school hours (three per day) for adults are fixed in the morning, afternoon, and evening, an hour at each time, but the number of men present on one day only averages about 90 for the three attendances, or 30 at each, the instruction being limited to merely elementary reading, writing, and arithmetic.

In the 2nd battalion, 15th Regiment, a considerable improvement has taken place since my inspection, a special class of three men per company having been formed on the same footing as those above mentioned. I anticipate that this arrangement, coupled with the more regular attendance of ordinary pupils usual during the summer months, will bring about a far more satisfactory state of the school of their corps than existed at the time of my last inspection, and this especially as an efficient trained master has been attached to the battalion since August last.

The 4th battalion, Rifle Brigade, has been particularly unfortunate in respect to changes of schoolmasters, two trained schoolmasters having been removed during the year, one by transfer, the other by death.

Two acting schoolmasters have held the post for longer or shorter periods, and though these as such were tolerably efficient, yet the school could scarcely fail to decline from the satisfactory condition in which I found it on inspection, as communicated in my inspection report of the battalion.

The 1st and 2nd battalions 22nd Regiment, are both without trained masters; but the schools are fairly managed by the persons at present in charge.

In the 2nd battalion especially a much better system of management has lately been inaugurated, from which I anticipate good results before my next official inspection.

The men of these corps who attend school, doing so without any other incentive than the desire of improving themselves, would seem to me to be of a class from which the best results could be attained under the management of competent teachers; and, comprising as they do in one case 19 and in the other 26 per cent. of the strength of the corps, they form a body from which the non-commissioned staff could readily be recruited were the educational test of qualification strictly applied.

It would therefore appear that the schools could be filled with pupils sufficient to employ the time of the teachers to the greatest advantage, and to supply the demand for intelligent men, possessed of the requisite amount of education, as non-commissioned officers, without any compulsory attendance whatever, were the General Order of the 18th June 1859, with reference to the promotion of non-commissioned officers, rigorously enforced.

The adult school of the R. M. Fencible Artillery has only a nominal existence, as mentioned in my inspection report of that corps, the men being entirely occupied in acquiring the rudiments of their artillery duties.

The Royal Engineers have no adult school. The children's schools are generally poorly attended, for the companies consist to a large extent of young soldiers without families, as stated in my inspection reports. Those of the Royal Artillery and 4th battalion, Rifle Brigade, were in the most satisfactory state.

In too many cases the hours of attendance of adults and children coincide to some extent, or entirely agree, much to the disadvantage of the latter class, who require the undivided attention of the teacher if proper discipline is to be maintained, or progress in their studies to be made.

Royal Artillery, 2nd batt. 3rd Regt. 2nd batt. 15th Regt.

Notwithstanding the several drawbacks and difficulties which I have mentioned as operating against the progressive improvement of the schools, I beg to report that in the corps which have trained masters, as shown in the margin, the schools bid fair to advance satisfactorily, now that they are fairly in train, and that in each much has already been done.

1st batt. 22nd Regt. 2nd batt. 22nd Regt. 4th batt. Rifle Brigade. 2nd batt. 23rd Regt.

In those regiments shown in the margin as being without a trained master things are in a satisfactory condition as far as those in charge of the schools are concerned, each acting schoolmaster doing his best; whilst as regards the remaining corps, in which an adult school exists, I would strongly urge the necessity of a trained master being placed in charge of it, with as little delay as possible, and I beg to add that the

officer in command of the battalion is equally desirous that this should be done.

As regards the teachers generally, I am enabled to state that the schoolmasters appear in all cases to have conducted themselves to the satisfaction of all connected with them, as also the schoolmistresses, with the exception of one case, in which a want of energy was observable, and has already been brought to the notice of the Council; and I am glad to be able to add that an improvement in that respect has been manifest latterly in the instance in question.

With respect to the libraries, a complete annual report was forwarded with the inspection reports of the schools, and I have only to call attention to the deficiency of works in class E, therein alluded to, and to recommend the furnishing of an additional supply as soon as possible.

The regimental reading-rooms are fast absorbing the subscriptions of the men, to the detriment of the funds of the garrison libraries, and this because the latter do not furnish to the men the kind of reading they desire, and of which only they will avail themselves.

I would, in conclusion, desire to bring to the notice of the Council the zeal and ability displayed by Mr. Earp, 1st class schoolmaster, attached to this garrison, who from his long standing and experience in the service, and constant and close attention to the duties of his department, has afforded me most efficient assistance in the general supervision of the schools in this command.

I have, &c.

(Signed) J. G. Boothby, Major, Royal Art.
Local Assistant Inspector,
Army Schools, Malta.

## STATE of the SCHOOLS of the GARRISON of MALTA for the Year ending 31 March 1861.

| CORPS. | Average Adult Attendance for each Quarter. | | | | | | | | | | | | Average Attendance of Adults for the whole Year. | | | Effective Strength of Corps in August 1860. | Per-centage on School Books. | Grown Children. | | Infant Children. | | Industrial Schools. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | April to June. | | | July to Sept. | | | Oct. to Dec. | | | Jan. to March. | | | | | | | | Average for Year. | | | | |
| | On School Books. | Present Daily. | No. of Hours per Man Weekly. | On School Books. | Present Daily. | No. of Hours per Man Weekly. | On School Books. | Present Daily. | No. of Hours per Man Weekly. | On School Books. | Present Daily. | No. of Hours per Man Weekly. | On School Books. | Present Daily. | No. of Hours per Man Weekly. | | | On School Books. | Present Daily. | On School Books. | Present Daily. | |
| Royal Artillery - - | 131 | 66 | 3·60 | 140 | 62 | 3·77 | 256 | 93 | 3·78 | 240 | 73 | 2·73 | 194 | 73 | 3·47 | 737 | 26·05 | 24 | 19 | 31 | 24 | ·28 |
| 2nd Battalion, 3rd Regiment | 683 | 262 | 3·59 | 752 | 318 | 4·32 | 724 | 130 | 2·76 | 700 | 194 | 2·54 | 714 | 226 | 3·30 | 845 | 84·49 | 19 | 16 | 13 | 10 | 21 |
| 2nd „ 15th „ - | 122 | 29 | 2·78 | 212 | 56 | 3·30 | 299 | 69 | 2·88 | 300 | 53 | 1·91 | 256 | 52 | 2·67 | 868 | 29·59 | 13 | 9 | 25 | 21 | 26 |
| 1st „ 22nd „ - | 124 | 26 | 2·37 | 185 | 51 | 3·17 | 187 | 31 | 2·04 | 165 | 33 | 2·34 | 165 | 35 | 2·48 | 838 | 19·68 | 10 | 7 | 6 | 5 | 6* |
| 2nd „ 22nd „ - | 221 | 62 | 2·62 | 308 | 61 | 2·66 | 156 | 46 | 3·00 | 152 | 44 | 3·92 | 222 | 53 | 3·05 | 837 | 26·52 | 15 | 10 | 25 | 18 | 22 |
| 2nd „ 23rd „ - | 819 | 95 | 1·45 | 819 | 87 | 1·20 | 819 | 93 | 1·40 | 819 | 93 | 1·47 | 819 | 92 | 1·38 | 873 | 93·81 | 13 | 13 | 12 | 12 | 19 |
| 4th Rifle Brigade - - | 350 | 104 | 3·53 | 247 | 54 | 3·22 | 243 | 28 | 1·64 | 164 | 22 | 1·82 | 251 | 52 | 2·55 | 851 | 29·49 | 12 | 9 | 10 | 9 | 13 |
| R.M.F. Artillery - - | 159 | 26 | ·93 | 156 | 27 | 1·38 | 155 | 6 | ·51 | 103 | 4 | ·27 | 143 | 16 | ·77 | 605 | 23·62 | 26 | 20 | † | | |
| Royal Engineers - - | Have no Adult School. | | | | | | | | | | | | | | | 285 | — | — | — | 23 | 15 | 23‡ |
| Total in Garrison | 2,609 | 670 | 3·00 | 2,819 | 716 | 3·14 | 2,839 | 496 | 2·59 | 2,643 | 516 | 2·36 | | | | 6,739 | 41·04 | | | | | |
| Total for the Year | | | | | | | | | | Adult Schools | | | 2,764 | 599 | 2·72 | Children | | 132 | 103 | 145 | 114 | 158 |

* Head-quarters arrived in Malta, May 1860.

† No Infant or Industrial School.

‡ Average of Six Months.

The Secretary,
Council of Military Education,
War Office, London.

J. G. BOOTHBY, Major, Royal Artillery,
Local Assistant Inspector, Army Schools, Malta.

## Appendix I.—No. 6.

### From Colonel A. Herbert, A.Q.M.G., Local Inspector of Army Schools for the Ionian Islands.

Sir, Corfu, 1 June 1861.

In compliance with your letter of the 3rd of May 1861, I have the honour to submit my report of the state of the schools in the Ionian Islands under my inspection.

Attendance. The attendance of the men belonging to the battalions stationed in Corfu, under the most favourable circumstances, is very irregular. The guards and fatigues are numerous and constant, and, in addition, this year several strong parties have been employed on the military works. During the winter the rifle practice also causes great irregularity in the attendance of the men at school. The practice alluded to takes place on the island of Vido, situated at a distance of about a mile from the citadel of Corfu. Six companies (two of each battalion) are stationed there for three or four weeks during the winter, and though the men retain their names on the school books, they never attend.

The question of attendance is a very difficult subject to deal with, as so many different opinions exist among officers relative to the advantages gained by educating the soldiers. Were all commanding officers convinced that the educated private was more fitted for his position than the uneducated boor, this difficult subject would be easily solved, as the attendance of all recruits joining would be made compulsory until they were able to read, write, and understand the simple rules of arithmetic.

If this rule were general, and young soldiers knew that they would be obliged to attend school until they had attained certain qualifications, they would exert themselves to attend as regularly as they could, and not avail themselves of every trifling excuse to remain absent.

In one battalion which has come under my notice, the regulation was adopted of making the attendance, as here stated, compulsory, by the order of the commanding officer, and certainly the results have been satisfactory.

In the 2nd battalion, 4th Regiment, in which the attendance at school was merely nominal, since the adoption of the compulsory attendance for all young uneducated men, the numbers have so much increased, that the school-room, which will accommodate 80 men, is far too small for all to be present at the same hour; and out of six companies stationed at Fort Neuf, though three attend in the morning and three in the afternoon, the room is always full. At the late inspection of this corps by the Major-General, I observed that in two companies *every* man had signed his name to the acquittance roll.

Masters. The trained masters who have come under my notice are, as a rule, well qualified as teachers, energetic, and anxious to forward the education of those entrusted to them. In every regiment, however, where the attendance is voluntary, the masters complain that they can do but little good.

On the whole, though perhaps he may be inferior in education to the civilian, I am inclined to consider the master who has served in the ranks, from his experience, age, and knowledge of military habits, more efficient and useful for army schools. In the report which, in compliance with the instructions contained in your letter of the 4th February 1861, I forwarded, I alluded to this subject at some length, and, therefore, I will not enter into it again.*

* See Appendix II., No. 7, page 45.

Infant schools.

No children ought to receive an elementary education superior to that of the children of soldiers. There is no reason why a child at head-quarters, unless from illness, should ever be absent from school. The commanding officers have the power of making every child attend regularly, and the improvement should therefore be marked; yet, though the system appears to be excellent, and the attendance regular, I do not find the infant children improve as much as they ought. This I attribute to the schoolmistresses, who, as a body, are far inferior to the masters, and several, I regret to say, are not fitted for their situations. There are many difficulties, I am aware, attendant on the selection of schoolmistresses for army schools.

Little knowledge is required to instruct infant children, but firmness, an innate power of judging of and forming the characters of young children, good temper, and above all a natural liking for children, are qualifications without which the infant schoolmistress can do but little good.

All mistresses who have not undergone a regular training should be required to teach in the grown children's school under the superintendence of the master until such time as they attained a proficiency in imparting instruction; indeed, I would urgently recommend that the infant schools should be placed more under the direct supervision of the schoolmaster. The schoolmistresses I have seen in this district are very respectable and willing enough, but only three who have come under my notice possess the qualifications I consider necessary, and understand the art of teaching.

I have been present when the object lessons given by some of the mistresses were simply ridiculous, neither teacher nor pupil understanding the meaning of the words they uttered.

The schoolmistresses are also too fond of giving children leave to absent themselves for some foolish reason or other.

This system has now in a measure been discontinued, as I have given an order that no child is to have leave from school without a report being sent to the adjutant of the regiment to which it may belong. I have also required the mistresses to keep daily returns of the hours they are actually present in the school-room, of the number of children present and absent. These arrangements have been made with the sanction of the officer commanding.

Grown children.

The schools for grown children have for the most part progressed favourably during the past year.

Three of the battalions in the command being composed of very young soldiers, the number of children attending the masters' schools is very limited, and their attainments are not what they ought to be, but a considerable improvement has taken place since last year.

Under the limited service enlistment the number of grown children will necessarily be small, as many married men take their discharge after 10 years' service, and several commanding officers will not sanction the marriage of any soldier who has not served the first period.

School hours.

I have endeavoured as much as possible to induce commanding officers to arrange the school hours with a view of enabling as large a number of men as possible to attend the school. For instance, when the guards mount at 10, and the battalions drill in the morning, the adults attend from two till four; and in summer, when it is impossible to keep men who are up and occupied from five in the morning awake after dinner, the adult school is held from 11 till 1. Indeed, in the very hot weather, as many of the children and several of the schoolmistresses reside in town, and as the parents on one side complain of the danger their children are subjected to by going out in the heat of the day, and on the other hand the masters and mistresses state that after a walk to and from town in the

sun they become quite knocked up, I arranged last year that the infants and grown children should attend their respective schools from 8 till 11, and the adult and industrial schools should assemble from 11 till 1. By the local regulations the men are allowed to make down their beds from two till four, and by the above arrangement the men attending school are able to take their siesta at the same time as their comrades.

Detachment schools.

On the island of Vido, where generally from 400 to 600 men are stationed for rifle practice, a room which could be used during the day as a school-room or for lectures by the instructors of musketry, and at night as a library and reading-room, is greatly required. The men are not allowed to leave the island without special permission, and as the greater portion are quartered in casemates, in dark or rainy weather they flock to the canteen.

The room I propose could also be used as a church. At present Divine service is performable under the shed used for shot drill in the military prison; but as this shed is open on two sides, it does not afford sufficient protection against wind and weather.

For a sum of 400*l.* a hut which would answer the united purposes of church, school-room, library, and reading-room could be erected, and certainly money could not be better spent. At each of the out-stations detachment schools have been established; indeed, as at many of these stations the men have no duty or amusement, the schools are remarkably well attended.

Industrial.

The work in the industrial schools is confined to making shirts, frocks, aprons, marking, mending, &c. Fancy work is forbidden. The elder children are instructed in cutting out and fixing.

Libraries and reading-rooms.

Since my last report a great improvement has taken place in the accommodation provided for the soldiers in the way of reading-rooms and libraries.

The latter establishment in the citadel has been removed, at my recommendation, from a miserably small room, where the books formerly were kept, to a larger apartment, in a most central situation, which formerly had been allotted merely as a court-martial room, but which now is used for the several purposes of library, reading-room, and, when required, as a court-martial room.

This room is $41' \times 22\frac{1}{2}'$, is well ventilated, and lighted every evening, when required, and provided with fuel. A well-educated young man, formerly a school assistant in the 9th Regiment, and who purchased his discharge, has been appointed librarian, and I have every reason to believe him to be fitted for this office.

An additional supply of books is greatly required. 427 volumes have been condemned, and have not yet been replaced. As a rule, the only books soldiers will read are those of a light and amusing description. Many good, useful books, such as the works of Bacon, Burke, Jeremy Taylor, &c., are never opened or taken from the shelves,

There is also a library and reading-room for the use of the Royal Artillery, which is well conducted and well attended.

As no use was made of the school-rooms after school hours, reading-rooms, supported by subscriptions of 4*d.* per month for each member, have been established in the garrison school-room, citadel, and in the infant school, in which all the cheap periodicals of the day and a variety of innocent games are provided. The former is conducted by the schoolmaster of the 1st battalion, 9th Regiment, the latter by a committee of non-commissioned officers of the 2nd Regiment.

A reading-room, conducted on the same principles as these alluded to, has been established at Fort Neuf, in an old Crimean hut, which I erected, with the sanction of the Major-General commanding, out of a fund which at the time was at my disposal.

The school-room at Fort Neuf I propose, with the sanction of the commanding officer, to open every evening for the use of such men as may wish to improve in reading, writing, or arithmetic. A school assistant will be required to be in attendance and the schoolmaster occasionally to be present.

2nd batt. 2nd Regt. 2nd batt. 4th Regt. 1st batt. 9th Regt. 2nd batt. 9th Regt.

Many young non-commissioned officers, who, from the nature of their duties, are, during the day, unable to attend, will thus be able to improve themselves. I have tried this system with one battalion with success.

Herewith I transmit the inspection reports of the battalions named in the margin, together with an abstract compiled from the monthly returns for the past year, showing the average strength, numbers on school books, daily attendance, and average number of hours' attendance per week; also a return showing the number of men in each regiment who cannot read or write, and who have learned to read and write since enlistment.

The report of the artillery school will be forwarded overland.

I have, &c.

(Signed) ARTHUR HERBERT, Colonel,
Local Inspector of Schools,
Ionian Islands.

The Secretary,
Council of Military Education.

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RETURN showing the Number of Men in each Corps and Regiment who cannot read or write.—Corfu, 20 May 1861.

| Regiments and Corps. | Strength of Regiments and Corps, Non-commissioned Officers and Men. | Number who cannot sign their Names. | Number who have learned to read and write since their Enlistment. | Remarks. |
|---|---|---|---|---|
| Royal Artillery - | 433 | 22 | 96 | Attendance compulsory till the men can read and write. |
| Royal Engineers | 188 | — | — | The men in this corps can all read and write. |
| 2nd Batt. 2nd Regiment. | 864 | 16 | 217 about | Attendance compulsory till the men can read and write. |
| 2nd Batt. 4th Regiment. | 855 | 61 | 200* | Attendance compulsory during last eight months. |
| 1st Batt. 9th Regiment. | 850 | 244 | 70 | Attendance not compulsory. |
| 2nd Batt. 9th Regiment. | 859 | 133 | 116 | Attendance not compulsory. |
| Total - - | 4,049 | 476 | 699 | |

* During past six months 89 men have signed accounts for the first time.

ARTHUR HERBERT, Colonel,
Local Inspector of Schools.

## RETURN showing average State of SCHOOLS in IONIAN ISLANDS during past Year.—Corfu, 20 May 1861.

| Regiments and Corps. | Names of Schoolmasters. | Non-commissioned Officers and Men. | | | | Children. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Number on School Books. | | | | | Average Daily Attendance. | | | | | Industrial School. | | | | | |
| | | | | | | Grown Children. | | Infants. | | | Grown Children. | | Infants. | | | Grown Children. | | Infants. | | |
| | | Average Strength of Regiments during Year. | Average Number on School Books during Year, including Detachment Schools. | Average Daily Attendance during Year, including Detachment Schools. | Average Number of Hours of Attendance Weekly for each Man on School Books. | Boys. | Girls. | Boys. | Girls. | Total. | Boys. | Girls. | Boys. | Girls. | Total. | Boys. | Girls. | Boys. | Girls. | Total. |
| 2nd Batt. 2nd Regiment | Thomas Holderness - | 859 | 445 | 111 | 1·91 | 5 | 4 | 6 | 8 | 23 | 5 | 4 | 6 | 7 | 22 | 5 | 4 | 6 | 8 | 23 |
| 2nd „ 4th „ | Percival Greene - - | 853 | 756 | 197 | 1·59 | 5 | 13 | 7 | 15 | 40 | 4 | 10 | 6 | 13 | 33 | 2 | 6 | 3 | 6 | 17 |
| 1st „ 9th „ | G. E. Curtis - - - | 847 | 399 | 111 | 2·15 | 8 | 13 | 12 | 9 | 42 | 8 | 10 | 10 | 8 | 36 | 0 | 11 | 11 | 9 | 31 |
| 2nd „ 9th „ | E. Macartney - - / D. C. Mellharon - | 850 | 458 | 173 | 2·36 | 13 | 7 | 8 | 6 | 34 | 10 | 5 | 5 | 4 | 24 | 0 | 6 | 3 | 2 | 11 |
| Royal Artillery - - | Serjeant R. Lindsay - | 440 | 192 | 59 | 2·84 | 12 | 6 | 6 | 8 | 32 | 10 | 5 | 5 | 7 | 27 | 2 | 6 | 0 | 8 | 16 |
| Royal Engineers - | Corporal Geo. Cole - | 192 | 21 | 12 | 3·86 | 2 | 2 | 2 | 0 | 6 | 2 | 1 | 2 | 0 | 5 | 1 | 2 | 0 | 0 | 3 |
| | Total - - - | 4,041 | 2,271 | 663 | 2·08 | 45 | 45 | 41 | 46 | 177 | 39 | 35 | 34 | 39 | 147 | 10 | 35 | 23 | 33 | 101 |

The attendance of the non-commissioned officers and men varies from about 800 in June and July to about 500 in November and December. The attendance of the children is very uniform.

ARTHUR HERBERT, Colonel,
Local Inspector of Schools.

## Appendix II.—No. 1.

Sir, War Office, Pall Mall, 4 February 1861.

Many changes having occurred in the general management of the regimental schools since the system was matured and first brought into operation, Lord Herbert is desirous of being informed as to the effect of those changes, both as regards the education of the men and children of the army, and the expense at which such education has been secured.

I am therefore to request that His Royal Highness the Commander-in-Chief will be pleased to direct the Council of Military Education to call for reports from each of the assistant inspectors of schools, containing such information on these subjects as his experience has enabled him to acquire, and making such suggestions for the improvement of the system, should any such be required, as shall appear to him advisable.

Similar reports, so far as the working of the system is concerned, should be required from a few of the most experienced of the schoolmasters.

Lord Herbert further requests that these reports, when examined and remarked upon by the Council of Military Education, may be forwarded to him for his information.

I have, &c.

The Military Secretary, &c. &c. (Signed) Edward Lugard.

## Appendix II.—No. 2.

### From Captain Gleig, Assistant Inspector of Schools for South Britain.

Nature of principal changes in army school system since 1856.

1. Among the changes which have been made in the army school system within the last five years, the following appear to me to be the most important in their bearing upon "the state of education of the men "and children, and the expense at which such education has been "secured."

I. The partial abolition of school fees.

II. The alterations in the orders relating to the attendance of adults at school.

III. The alterations in the orders relating to the attendance and religious instruction of children.

IV. The promulgation of a general system of classification both for adult schools and for schools of grown children.

V. Changes in the organization of infant and industrial schools.

VI. Changes of books and materials supplied to schools.

VII. Abolition of the office of Inspector-General, and other changes in general management and control of the schools.

Abolition of payment of school fees.

2. I. The effect of discontinuing the payment of fees by the men who have not passed beyond a certain limit of acquirement has been to increase largely the number of names upon the school books, and the recent Circular by which that limit was considerably extended has had some effect in the same direction, by inducing a certain number of men to con-

tinue to attend school who would have withdrawn from attendance as soon as they had reached that point in their studies at which the payment of fees would have been required of them under the arrangements previously existing, There must be in the War Office a record of the annual amounts formerly received in the shape of school fees of soldiers, and the average of these may no doubt be regarded as an approximation to the cost at which the increased attendance in regimental schools has been obtained. The number of names on the school books of the army at the present time is no measure of it, because a large proportion of these would not have been inscribed if the exaction of fees had not been discontinued.

3. The amount still received from soldiers attending the more advanced classes in regimental schools must be very small, whilst the exaction of it probably acts as a bar to the advancement of a certain number of men (not a large one I dare say) who, if there were no fees to be paid, would join these classes when they had completed the course of instruction now afforded to them gratuitously. If, therefore, all payment of fees by soldiers were finally abolished, the loss to the public would be inconsiderable (especially in comparison with that which it has been thought worth while already to incur), whilst a spur would be given to the progress of education in the army, not only by inducing some men to attend school who are now deterred from doing so, but also by making all feel that it is the desire of those in authority that instruction should be carried to the furthest extent practicable. The inference drawn by many from the regulations as they now stand, is that it is not considered desirable that the school instruction of adults should be carried beyond a certain point.

4. It is difficult to understand upon what principle a distinction is made between the married and the unmarried soldier in the matter of school fees; why the unmarried man should receive instruction and have the use of school books and materials gratuitously, whilst the married man is required to pay for the instruction of his children and for the use of school books and materials by them. In so far as the men themselves are concerned, it is plain that the unmarried soldier can better afford to pay school fees than the married one; whilst it appears to be as much the interest of the public that the children of the married soldier should have the benefit of school training and school teaching, as that these should be secured to the unmarried adult, who is under strict discipline, and receives, out of school, teaching and training of a very wholesome tendency, though of a different kind from that afforded within it. If school fees were no longer exacted, it might be possible to enforce greater regularity of attendance than at present. Commanding officers, even when most anxious about the attendance of children, hesitate to order, however strongly they may recommend, that which will entail expense upon the parents. I have occasionally heard of children attending school outside the barracks on the ground that the fees were less than those demanded for attendance at the regimental school; and I have known instances in which the influence of sectarian feeling has been brought to bear upon parents to secure the same result. If the payment of fees were discontinued, the regimental school would be placed at an advantage in respect to others, which no ordinary influence, probably, would be sufficient to counterbalance.

Attendance of adults—its irregular character, and suggestions for its improvement.

5. II. About four years ago the regulation which compelled recruits at drill to attend school for two hours daily was cancelled, and since then, although the average attendance of adults has been considerable, and, in some regiments, very large, the actual attendance of individuals has been very irregular. Doubtless it was because it was foreseen that the attendance of soldiers doing full duty in the ranks would be irregular, whilst

regularity of attendance was felt to be essential to the success of a school, that when the new system of instruction was introduced, the daily attendance of recruits was ordered. Probably also doubts were entertained of the lawfulness of compelling soldiers in the ranks to attend school against their will; and it may have been felt that, even supposing such an exercise of authority to be lawful, the new system of instruction would have a better chance of becoming popular with officers and men accustomed to a different state of things if compulsory attendance were enforced only upon those who should join the service after its establishment. The views now generally entertained by commanding officers and other influential persons upon the subject of regimental schools differ much from those which prevailed at the period to which I refer; and I think it would not be difficult to devise and carry into effect a scheme which should ensure a great degree of regularity in the attendance of duty-men. Nothing has yet been done which has had any useful effect in this direction (except by one or two commanding officers of battalions), although various Orders and Circulars have been published, which bear upon the subject, and a clause has been introduced into the Mutiny Act to remove any doubt which may have existed as to the power of commanding officers to compel their men to attend school. The last General Order upon the subject (No. 775, dated 16 January 1861) has had the unfortunate effect of almost closing the adult school in one regiment which has come under my observation, and has been much misapprehended, I think, in others, in which it is understood to forbid commanding officers under any circumstances to exercise the power of compelling attendance at school, conferred upon them by the clause in the Mutiny Act above referred to.

6. I believe the general feeling of commanding officers to be opposed to the compulsory attendance of the recruit during the earliest stage of his career. It is urged that the time allowed in which to make him fit to take his place in the ranks is barely sufficient for the purpose, even without taking two valuable hours from that period of the day now devoted to drill; and that, on the other hand, if he is kept as closely to his drill as is necessary to his proper training within the allotted period, he has seldom any disposition to attend school; and that compulsory attendance under such circumstances is calculated to create a distaste for school, and to prevent many a lad from attending voluntarily after he has ceased to be a recruit who would have done so under other conditions.

I think there is much force in all this, and that it was only unwise to give way to what I believe to have been the general (though not universal) feeling of commanding officers, because provision was not made at the same time that the young recruits were excused from attendance at school, to secure the regular attendance of the more advanced recruits, or of the duty men last dismissed from recruits' drill. If such provision had been made, I have no doubt that it would have satisfied commanding officers and would have been in every respect advantageous to the men, to whom the schoolmaster's instruction would have afforded an agreeable variety in the day's occupations, without depriving them of the leisure enjoyed by their comrades.

7. But in order to ensure the success of any scheme having for its object the regular attendance of soldiers at school, orders as stringent as those which relate to the attendance at rifle instruction should be issued by the highest authority. I do not mean that whole companies, or even portions of companies, must be withdrawn periodically from the performance of all other duty than that of attending school. The absence of a certain number of men from particular parades or fatigue duties during a couple of hours on particular days of the weeks is all that

would be necessary. But the days and hours for a man's attendance at school being appointed, and the circumstances under which his attendance might be dispensed with precisely defined, his absence from school under other circumstances than those provided for, no matter by whom ordered, should be held to be excusable only when the circumstances which led to it were of a kind altogether extraordinary; and every such case of absence, together with the cause of it, should be noted in the next school report.

Considering not only the usefulness of a good school in a regiment, but also the great expense to the country at which the regimental schools are maintained, these suggestions cannot, I think, be considered extravagant. Colonel Lefroy, in the sixth paragraph of his Report upon Army Schools, lays much stress upon the little regard in which attendance at school is usually held in comparison with other matters of regimental economy.

Religious instruction of children.

8. III. I believe that the arrangements which have been made for the religious instruction of the children by the chaplains, if properly carried out, are calculated to do great good. I think it would be better, indeed, if that instruction were given more frequently than it is. But the school regulations provide that on two days of the week the children shall be at the disposal of the chaplains for one hour out of the three devoted to morning school, and I doubt whether they could, in most circumstances, attend oftener. Whenever they can, I think they should by all means be encouraged to do so, at convenient and regular hours.

9. The system of instruction by the chaplains, as actually carried out, has some defect, which I think could be easily remedied. Thus, the most of the chaplains complain of the want of assistance in conducting their classes, by reason of which they are often overwhelmed with the number of their pupils, and unable to classify them so as to give the greatest effect to their teaching. I see no reason why the schoolmasters and their assistants should not be ordered to attend the chaplains' classes and work under their directions. Commanding officers should be empowered to arrange the details of the plan according to the circumstances of each case, so that Church of England chaplains should have the assistance of Church of England teachers, Roman Catholic chaplains of Roman Catholic teachers, and so forth. It might not always be necessary (though it could seldom do any harm) to employ the whole staff of teachers, but the schoolmaster himself should, in every case, be desired to give his assistance. Some of them do this as it is; whilst others attend to keep the children in order, but take no part in the instruction of them. Most of the schoolmasters give themselves no concern at all about the chaplains' instruction, and I fear even regard the exclusion of distinctive religious teaching from the schools of which they themselves have the management as a natural and regular arrangement, rather than as one of an exceptional character, tolerated only as a necessary evil in the peculiar circumstances of the army schools.

10. Another complaint frequently made by the chaplains is that they have no means of making the children learn the catechisms and other lessons which they wish them to prepare during the week, and that these are, therefore, commonly not learnt. If the schoolmasters and their assistants were ordered to take part in the religious instruction, as suggested in the preceding paragraph, they would have an interest in making the children prepare these lessons, and probably would be able, to a great extent, to remedy the evil complained of. It would not be difficult to suggest means by which they might do this.

11. If the schoolmasters were accustomed to take part in the religious instruction of the children under the chaplains, they could greatly increase

the effect both of that and of the Bible lessons with which they begin the day's work in their own schools, by selecting as the subjects of these lessons portions of scripture having a direct bearing upon the teaching given in the chaplain's classes. Perhaps the principal gain would be by the children belonging to the same religious denomination as the schoolmaster himself in each case; as he would naturally assist the chaplain whose classes they attended, and would choose the subjects of his Bible lessons with especial reference to the teaching in those classes. But even others might be expected to derive some advantage from the Bible lessons being given in a more connected series than they now generally are, and at any rate they could lose nothing by the arrangement, for I do not propose that the existing rule should be departed from, which prohibits schoolmasters from inculcating in their Bible lessons the distinctive doctrines of particular churches or sects. The Bible lessons given by some of the masters are excellent; but for the most part I do not think that they are very edifying.

It needs greater knowledge and experience and more careful study to enable a man to give a series of really good Bible lessons, from which everything approaching to sectarian teaching shall be excluded, than are commonly brought to bear upon those delivered in army schools; and the younger schoolmasters could hardly fail to derive improvement in various ways from working in connexion with the clergy in this part of their duty.

General system of classification.

12. IV. The system of classification directed by War Office Circular of 29 July 1857 is very loosely carried out. The irregularity of the attendance, even more than the inequality of the attainments of the men, renders this unavoidable. But the difficulty of a strict conformity to the prescribed classification of adults is greatly increased by the want of precision and definiteness in the War Office Circular itself. For example, it is directed that men "learning the four rules of arithmetic, simple and "compound," shall be placed in the fourth class; and that the third class shall consist of men who, among other things, "can work questions "in weights and measures, ratios, simple proportion, and vulgar and "decimal fractions;" but no directions are given for the classification of men who have mastered the four first rules of arithmetic, but cannot yet work questions requiring a knowledge of weights and measures, fractions, or proportion. Again, there are so many subjects named as suitable to the several classes, that one of two things must inevitably happen,—either the schoolmaster will endeavour to teach the whole of them, and in that case will fail to teach any one thoroughly, by reason of the irregularity of the men's attendance, and the shortness of the time during which each attendance lasts, or he will make a selection of those subjects which he considers most useful, to the neglect of the rest; and as each schoolmaster will make his selection independently of all the others, the whole system of classification will fall to the ground. This is what in practice really happens. Some degree of uniformity does indeed exist in the instruction given in adult schools, because most masters confine their teaching very much to the elementary subjects of reading, spelling, writing, and arithmetic. But this they do rather in spite of than as a consequence of the prescribed system of classification.

13. If the payment of school fees were entirely abolished, one great use of a common system of classification would cease. As no man would be required to pay for the instruction which he received, whatever might be the character of it, the test of its character afforded by such a system strictly carried out would no longer be required in order to determine whether a charge should be made against him for his attendance at school. At the same time, I think that there would be a certain advantage in the facility with which a comparison could be made between the condition and progress of different schools under a common system of

classification rigidly adhered to. The disadvantage of it would be the tendency to cramp the teachers and to deprive the public service of the benefit which it ought to derive from the special knowledge of particular masters and the special aptitude of individuals for teaching particular subjects. Reading, spelling, writing fluently from dictation, some facility of English composition, and a sound knowledge of arithmetic, are, without doubt, the essentials of adult instruction in the class of life to which soldiers belong. I am far from thinking that these are the only branches of education which can profitably occupy persons of any class; but that ninety-nine out of a hundred labourers or soldiers who go to school have been very imperfectly instructed in these subjects in their youth, or have forgotten the instruction which they then received, and that it is of more importance to them to acquire a knowledge of these subjects, than to study any other without having first acquired a knowledge of these. It would be easy (if thought desirable) to devise a scheme of classification which might be strictly adhered to in teaching these subjects, provided regularity of attendance were secured (for it cannot be too often repeated that this is an essential element of success in any scheme of instruction whatever). But in the selection of more advanced subjects, I think that some latitude should be allowed to the schoolmaster, and some consideration given to the tastes and wishes of the pupils, except in the cases in which the special nature of their duties might demand a special course of study, as in the Royal Artillery and the Royal Engineers.

14. The attendance of the children is less irregular than that of the adults, and therefore their instruction can be carried on more systematically. But the objection to a general system of classification, that if strictly followed it cramps the teachers, is not less applicable in the case of children's schools than in that of schools for adults.

15. The War Office Circulars of July and September 1857, which direct the adoption of a particular classification, also direct the use of particular books, some of which are no longer supplied to the schools, whilst they fail to make mention of others which are supplied. Whether or not, therefore, a system of general classification be maintained, fresh instructions upon the subject are required.

16. About a year and a half or two years ago a special class was established at Chatham for the instruction of soldiers of the Indian depôts in Hindustani, under a schoolmaster of the first class. The attendance has never been large, and from the information with which I have at various times been furnished by Major-General Eyre, commanding the troops at Chatham, and by the schoolmaster in charge of the class, I am of opinion that the result of this experiment has not been at all adequate to the cost of it. Possibly it might be worth while to make Hindustani a part of the course of study for soldiers of the Engineers about to be employed in India.

Infant and industrial schools.

17. V. There has been great improvement within the last five years in the condition of the infant schools. The schoolmistresses generally are more efficient than they formerly were; the aid of paid pupil-teachers is granted under certain circumstances; and the school-rooms are generally fitted up more suitably, and better found in the various appliances of infant teaching than they used to be. But there is room for further improvement in all these particulars. Many of the schoolmistresses come from the training institutions not much better fitted to take charge of schools than when they went to them. I have observed this especially of those trained in Dublin, though I am bound to add that a few of these are among the best I have seen. Whether an unusually large number of unsuitable women have been sent to Dublin to be trained, or whether the system there pursued is inferior to that adopted in the

training schools in London and in Glasgow, in which many of the army schoolmistresses have been trained, I will not undertake to affirm; but I believe that women could be much better prepared by ourselves, if model schools were established at one or two large stations, than at any of the regular training institutions, and I think that depôt battalion stations would be the best for the purpose. At many of these there are large numbers of children, and if model schools were established, under carefully selected head mistresses, and candidates for the office of regimental schoolmistress were appointed to act as assistant teachers in them, at salaries of 10*l.* or 12*l.* a year, the children at the stations at which these schools were established would be better taught than they are at an additional cost to the public less in amount than the saving effected on account of the maintenance and instruction of the candidates at the regular training places. A model infant school has been in operation at Aldershot for the last two years. It is attended by the children of the regiments occupying the infantry barracks, and the regimental schoolmistresses attend with their children and work under the permanent head mistress. I believe that the best trained of these have learnt much from their employment in this school; and I am sure that many who had previously been at one or other of the training institutions have learnt here all that they know of infant school management.

18. The regulations under which the aid of pupil-teachers is allowed appear to me to require revision. As they at present stand, when the number of children attending the infant and industrial schools of a regiment exceeds 40, one pupil-teacher may be employed to aid the schoolmistress, at a salary of 4*l.* a year This is quite inadequate, at least in England. It is usually very difficult and often impossible to obtain the services of a girl whose services are worth having at this low rate of remuneration; and no further provision is made for any school, however large. Practically, the wants of very large schools have been met by the appointment of additional schoolmistresses or pupil-teachers. But this has not been in accordance with the strict letter of the regulations, which ought to be adapted to the circumstances of all schools. I believe that in framing the article of the school regulations which relates to the employment of pupil-teachers, and in determining from time to time the amount of additional assistance to be granted to the larger schools, the rules laid down by the Committee of Privy Council on Education have been taken in some sort as a guide. But the Committee of Privy Council conducts its operations upon a principle quite inapplicable to the case of army schools. It undertakes to help those who will help themselves, and endeavours to induce the managers and other supporters of schools to make proper provision for the instruction of the children attending them by meeting them half-way in the matter of expense. It is manifest that one woman and one girl cannot teach 50 or 60 children properly, nor two women teach 80 or 100 children; but it may be expected, and in fact is commonly found, that the teachers needed in addition to those in a parochial school will be provided by those interested in the success of it; and it is the object of the assistance afforded by the Committee of Council to render the task of doing this lighter, but not to preclude the necessity of doing it altogether. It is clearly impossible to deal with army schools in this way. There are no persons who stand towards them in the relation in which the managers and subscribers stand towards parochial schools; and whatever expense it may be necessary to incur in order to make them efficient, over and above that which the school fees, if exacted, will suffice to cover, must be borne by the public. In apportioning the number of teachers to pupils, therefore, the rules established by the Committee of Privy Council ought not, I think, to be regarded as

indicating precisely the ratio which ought to exist between them to secure efficient teaching, but a somewhat larger proportion of teachers should be allowed than that upon which the rules of the Committee of Council insist as the minimum.

School books —changes made and further changes recommended.

19. VI. The changes which have of late years been made in the books supplied to the schools, and the further changes which may yet be required, present an important subject of consideration.

20. "Arithmetic for Beginners," by Cornwell and Fitch, has been introduced as a text book. McLeod's Manual is only occasionally met with in the schools, and Colenso's excellent work has been entirely withdrawn from use. As the principles of arithmetic ought to be taught *viva voce*, from the black board, the superiority of one work over another for school use must consist mainly in its containing a larger or better selected collection of examples for practice. The work of Cornwell and Fitch certainly contains a very large number of examples, but they are by no means all well chosen. It appears to have been one object of the authors, in compiling their work, to assist in preparing the way for the introduction of a decimal system of coinage, and many of the examples for practice involve many calculations upon such a system. Nothing can be more inconvenient and unsuitable than this in a work intended for the use of adults, one principal object of whose attendance at school is that they may become more or less expert in keeping accounts in the existing currency, and not in an imaginary one; and to a large proportion of whom this is a task of very considerable difficulty when all has been done which can be done to facilitate it. On this account, therefore, as well as because many of the answers to the problems are given erroneously (a serious defect in a book intended to be placed in the hands of the pupils), I should be glad to see some other treatise on arithmetic substituted for that of Cornwell and Fitch as a class-book. It might be well to retain a few copies in each school for the use of the teachers, and occasionally to be placed in the hands of advanced pupils, although the mistakes in the answers already referred to militate greatly against its usefulness for the last purpose.

21. McLeod's Grammar has been withdrawn, and two works by different authors have been substituted for it. I doubt whether anything can have been gained in point of economy; and the introduction of two works, in which the subject is very differently treated, in the place of a single work, has obvious disadvantages. The "Essentials of English Grammar, and Analysis," is a very good work for some purposes. It seems calculated to be of great use to students already possessed of some knowledge of the subject, and to teachers, but not suited for use as a class-book in elementary schools.

22. The obsolete system of using copy-books, without headlines and copy-slips, has been revived in the army schools; and neither the books nor the copy-slips supplied are good of their kind. Most schoolmasters urge certain objections against some of McLeod's copy-books, but the alleged defects are not numerous, and admit of easy remedy. A set of copy-books has been prepared by Second-class Schoolmaster Alderton, which, if very slightly altered, I think would be very admirably adapted to the use of army schools. This series was submitted to the Under Secretary of State, I believe, about a year and a half ago; and in the course of last year I brought it under the notice of the Council of Military Education. Nothing can be less adapted for use in our schools than the copy-books and slips now supplied, and I trust that the issue of them will be discontinued, whatever may be substituted in place of them.

23. The issue of "Jones' Secular Early Lesson Book" was intended to supply the want of an easier work than the History of England, Part I., of Mr. Gleig's school series, for the use of adults, as suggested

by Colonel Lefroy in his report on Army Schools. It has one excellent peculiarity in the large size of the type in which it is printed; but the incorrect use of the capital letters, and the severance of different syllables of the same word, so as to make them look like separate words, more than counterbalance the advantage of the large type, great as it is. Nor do I think that in respect of the subject matter of the lessons it is much, if at all, superior to the First and Second Reading Book of Mr. Gleig's school series, which Colonel Lefroy justly pronounces unsuited to the use of adults (for whom, indeed, they were not written). What we want is an interesting tale or biography, or several of them, written in a simple style in words of one syllable, but not in the style of affected condescension to the understanding of a child, which disfigures, in my opinion, so many books written for the use of children, and which is certainly quite unsuited to those which are intended for the use of grown men. Colonel Lefroy recommends the preparation of short stories to suit the irregular character of the attendance in adult schools. But I have explained that I regard regularity of attendance as the first thing to be secured; and I think that the preparation of a set of books to suit the irregularity of the attendance under the present system would do nothing to palliate the evil of it. I do not think it possible to make a connected book of history so attractive to an illiterate adult as to lead him to take pleasure in the laborious task of combining letters and syllables into words, though I admit that an excellent attempt has been made in the First Book of History of Mr. Gleig's school series, or rather in the early chapters of it. Stories from history might prove more interesting to him. I do not think that a soldier learning to read would find the task less irksome if he were taught from a book relating to his own trade, as has been suggested. Some of the books published by the Society for Promoting Christian Knowledge have been introduced into the schools as reading books, but none which are adapted to the use of beginners, either among adults or children.

24. "Cust's Annals of the Wars," and Johnstone's sheets illustrative of the mechanical powers, are very generally supplied to the schools, but are little, if at all, used in any of those which have come under my observation.

25. The whole question of the supply of books and school materials requires looking into, with a view both to procure those which are most suitable, and to establish such a check upon the supply as, without starving the schools, shall prevent excessive expenditure. I know that some schools have received greater quantities of books than they had any use for. In India an attempt has been made to establish a fixed ratio between the number of pupils attending a school and the number of books relating to certain specified subjects of instruction which may be supplied to it. But the principle of this arrangement appears to me to be entirely erroneous. If, indeed, in all schools the same subjects could suitably be taught to the several classes, and the same proportion always maintained between the numbers belonging to the different classes, it would be a very proper one. But these conditions are unattainable. There are many schools in which particular subjects may be suitably taught which it would be impossible to teach in others; and probably in no two schools in which the same general course of study may be pursued, are the numbers of those who study the same selection of subjects exactly proportionate. One school will have a larger number of its pupils in the first class than another; a second will be made up of pupils few of whom are fit to follow any other than the most elementary studies. Upon the plan of supply adopted in India, therefore, the only way of guarding against the risk of starving many schools with an insufficient supply of books was to make the established ratio excessively large; and this

appears to have been done. For instance, for a school of less than 50 pupils there are allowed 36 elementary reading books (First and Second Books), and not less thon 18 copies of a work on mechanics, 24 copies of Euclid, and 12 sets of tables of logarithms. It is quite impossible that so many primers and so many books of advanced study could be required in a regimental school of less than 50 members. Yet it is quite possible that more than the regulated number of one or the other might be required, though not very likely. The fact is, that each requisition for books and other school materials must be judged by the circumstances of the particular school on account of which it is made; and in order that this may be done effectually, I think that every commanding officer should send with his half-yearly requisition for school supplies a copy of the time-table in use in his school, which should not only show the number of classes, the subjects of instruction, and the time devoted to the study of each subject, but should also specify the name of the book used in each lesson. An inspection of this time-table would enable a person possessed of a knowledge of the principles of school organization, and familiar with the system of instruction pursued in the army schools, to pronounce whether the arrangement of the lessons was that which would make the least demand upon the public for books without sacrificing the efficiency of the school, and would furnish very good data from which to check the requisition. I think, too, that if a certificate of the number of books expended in each month, and of the occasion of their loss or destruction, were annexed to the school report for the month, a very useful additional check would be established, without the imposition of an unreasonable amount of trouble upon anybody.

Change in general management and control of the schools.

26. VII. The War Office Circular of the 31st May 1858, which directed that all correspondence with the War Office relating to schools should be conducted by the commanding officers of regiments and garrisons, and not, as previously, by the schoolmasters, put an end to an anomalous state of things which may have been necessary upon the establishment of a new school system in the army, but which certainly had ceased to be so. The tendency of this and of many other arrangements made of late years has been to place commanding officers and schoolmasters in a more natural position one towards the other than that which they formerly occupied, and to remove the feeling of jealousy which at one time existed between them. I believe that this has had the result of inducing many commanding officers to take a more active interest in the regimental schools than they used to, and that, as a general rule, both the schools and the schoolmasters have benefited by the change. Occasionally I still meet with a commanding officer who complains that his schoolmaster is in a position so independent of him, and that his own influence is too much restricted by regulations in all that relates to the school. This is not the general feeling, however, and it can never exist except where there is a misapprehension of the School Regulations, and of the Circulars which have from time to time been issued in reference to the schools. But it points, with many other things that have come under my observation, to the propriety of revising and consolidating these.

27. Although I think it wise, and in all respects proper, to have placed the army schoolmasters in a more distinctly subordinate position to commanding officers than that which they formerly held—to make soldiers of them, which at one time they hardly were, except in name—I think it would equally be both wise and proper, by holding out to them improved prospects of promotion and increase of pay, dependent upon superior skill and acquirements, and good service performed in school-keeping, and not upon mere length of service, to prevent, as much as possible, the risk of their degenerating into mere soldiers,

steady in their general character and regular in a sort of mechanical performance of their daily work, but without zeal or a love of their calling or a sense of its grave moral responsibilities. For although it be true that the zeal and diligence which are called into activity only by the prospect of personal advantage are no indication of any moral sense whatever, we all know that a sense of duty is apt to grow dull and to cease to operate, even though it may not be actually extinguished, when there is no prospect of personal gain of some kind or other to stimulate it, and when it demands devotion to a laborious and often irksome and disheartening occupation.

28. The suppression of the office of garrison schoolmaster, which has been effected to a great extent, though not completely, I think a good measure. But I do not think that the superintendence of schoolmasters of superior judgment and experience can ever be beneficially dispensed with at such stations as Aldershot and the Curragh. I observe a statement by a commanding officer at Aldershot in the school report for February of this year, that he finds it impossible, with his numerous other duties, to look after his school. Most commanding officers in camps and very large garrisons are in the same predicament; and besides exercising over the schools, under these circumstances, that superintendence which the respective commanding officers are unable to afford, the superintending schoolmasters at the camps have the principal part in the organization of courses of lectures to be delivered to the troops, and prepare and deliver many of them themselves.

29. The abolition of the office of Inspector-General, though it was only formally promulgated last year, had, for all practical purposes, been carried into effect at a much earlier period; and during the absence of Colonel Lefroy upon duty unconnected with the schools, the business of his office had been conducted, as far as was practicable, by various gentlemen at the War Office. The inconveniences were numerous. Indeed, I conceive that the duties belonging to the management of the school department of the army can only be efficiently performed by an individual devoting his whole attention to them. I think that they are not of a character to be executed by a committee, especially if it be occupied with other duties, the nature of which is such as to render it a stationary body during the greater part of the year. No doubt the head of every large department must depend much upon the reports of subordinates for information. But these can never fully supply the place of personal observation; without which, indeed, and the familiarity with school work and school requirements which it alone can give, the reports of subordinates will in many cases hardly be understood or their suggestions fully appreciated. A committee occupied with other business can only exercise a personal supervision of the schools to a very insufficient extent. Probably it will either depute one of its members to make inspections, and will be guided by him in its decisions upon such questions relating to schools as come before it, or it will commission several members to divide the duty of inspection among them, each of whom will undertake the inspection of a certain set of schools. In the first case, the member deputed to act for the rest of the committee becomes, in point of fact, the head of the school department, and can have very little time to attend to the general business of the committee. In the other case, as those who would make the inspections not only see with different eyes, but see different schools, they are at least not more likely to arrive at a unanimous conclusion as to the condition and the wants of the schools generally than the assistant inspectors, who have more frequent opportunities of visiting the schools and of conversing with those who conduct them and those who are otherwise interested in them.

30. I think that the department would be best managed by an Inspector-General, as formerly, aided by a deputy. Both of these officers should make visits of inspection to schools, and should be in frequent communication, personally or by letter, with the assistant inspectors and the superintending masters. They should not usually both be absent from London at the same time; and as the Deputy Inspector-General, from constant and intimate communication with his chief, would be perfectly acquainted with his views, and with the principles upon which he desired that the business of the schools in all its departments should be conducted, he could act for him in most circumstances, and thus the inconvenience which otherwise would arise from the absence of the Inspector-General when visiting schools would be prevented. The Inspector-General would have the benefit of his deputy's experience and opinions, and of the reports of what he might observe at his inspections. But there should be no division of authority. That of the Inspector-General should be supreme. The arrangements for the promotion, appointment, and transfer of schoolmasters and schoolmistresses, the examination of the monthly school reports, the checking of the requisitions for school books and other materials in the manner above described, the appropriation of the funds allotted to the support of schools and libraries, the inspection of the training school at Chelsea and the model schools, the consideration and introduction of such changes of books and modifications of system as from time to time might be necessary, the consideration of the reports and suggestions of the assistant inspectors, superintending masters, and others connected with the schools, the conduct of the correspondence of the department, and the inspection of schools in Great Britain and Ireland would furnish ample occupation for both officers. The amount of local superintendence which would be necessary would probably not be less than it is now. For many commanding officers, of excellent professional capacity, have no knowledge of school organization or school management, and no taste for anything of the sort; and it would not be wise, therefore, to trust to their supervision and to the occasional visits of the Inspector General and his deputy as the sole means of keeping the schools in such a state of efficiency as should produce somewhat greater results than the instruction of a comparatively small number of men in the mode of making out a guard report and striking the balance between the Dr. and Cr. accounts in a company's ledger. For even in these days this comprises all that many officers regard as the legitimate object of the maintenance of the regimental schools; mistaking, as it appears to me, a part (though an indispensable part) for the whole, and losing sight of the great increase of efficiency which might be produced in the army by a system of school instruction which should develop the intelligence of the troops generally in a greater degree than has yet been achieved, and of the ultimate effect upon a large class of society outside the army which might be obtained.

31. Among the duties which I have specified as properly belonging to the office of Inspector-General is that of the inspection of the training institution for army schoolmasters and of the model schools at Chelsea and elsewhere. And, perhaps, there is none that is of greater importance. The half-yearly examination of the students appears to me to be of less consequence than the frequent observation of the system of training pursued; for it is in the training institution that the defects which may be observed in the system of instruction pursued in the regimental schools must be cured. On the other hand, it is in the regimental schools that the defects in the training of schoolmasters, and the improvements of which it is susceptible, can best be observed; and, there-

fore, the supervision of their training should be the duty of a person who is in the habit of visiting the regimental schools.

32. Before concluding these observations, I wish to say something about certain points of organization and management which have no special connexion with any of the recent changes to which reference is made in Sir E. Lugard's communication.

33. I have adverted to the usefulness of superintending schoolmasters of superior judgment and acquirements at some of the larger military stations, and I believe that if they possessed suitable rank, and if proper regulations were laid down for their guidance, and for the information of commanding officers as to the precise nature of the duties intrusted to them, they might, to a great extent, fill the place which the chaplains filled formerly, exercising a most useful influence over the teachers, and rendering great service to commanding officers. But it is not suitable that persons holding only the rank of non-commissioned officer should occupy this position; and I know that many officers feel the unsuitableness of the arrangement, who would be sorry to be deprived of the assistance of the superintending masters. If those masters who were employed as I have suggested were placed in a different position as to rank, and if it were made a part of their duty to inspect the schools at their stations, and to report the result of their inspections both to the head of the school department and to the several commanding officers whose schools they had been engaged in, the best results might be expected; indeed, I am not sure that the schools in Great Britain and Ireland could not be more efficiently managed under these conditions than they have yet been by an Inspector-General and Deputy Inspector-General, without the intervention of assistant inspectors of schools at all. I lately drew up, for the information of the Council of Military Education, a paper, in which I proposed a new system of classification and promotion for schoolmasters, and I venture to request that it may be considered in connexion with the suggestion now offered.

34. I have had occasion to point out to schoolmasters frequently the want of good manners in their pupils, and I have been informed by some commanding officers that the schoolmasters take no pains to check rudeness or any other misconduct in the children when out of school; that whereas the old schoolmaster serjeant was accustomed to regard the conduct of the children under all circumstances as a subject which nearly concerned him, the present race of schoolmasters repudiate any such responsibility. I am perfectly aware that there are many schoolmasters of whom this cannot be alleged, and that all are much more occupied than the schoolmaster serjeants used to be in the instruction of adult classes, and, therefore, have not the same opportunities of observing and controlling the conduct of the children that these had. But the fact remains, that the children are not generally as well trained in habits of politeness and of deference to their superiors in age and position as they ought to be; and that, whether from defective training in the schoolmasters themselves, or from some other cause, the schools fail in producing one of the most important of their proper results.

35. It appears to me to be a defect in the organization of the adult schools, that the pupils are taught all subjects in the same classes. It is part of the system now pursued, that if a man is taught to read in the first class, for instance, he must be taught to write, spell, and work arithmetical problems also in the first class. And yet it is by no means an uncommon circumstance to find that a man who can read fluently is entirely ignorant of arithmetic, or that a good writer knows nothing either of arithmetic or of reading. I think it would be much better to place such men in different classes for instruction in different subjects, so that men

might be classed together for instruction in the several subjects taught in a school who were really fit to work together. If such an arrangement were made, the instruction of the classes would be a much easier task to the teachers, and much more beneficial to the pupils than under the existing arrangement. But regularity of attendance is essential to the success of this, as of every other plan having the same object, that is, the sound instruction and fair progress of the pupils. The difficulties of classification arising from the difference in the acquirements of the pupils do not exist among the children to the same extent as among the adults, and I see no objection to dividing them into classes upon the usual plan. I have drawn up a paper to show how a school may be conducted with good effect upon the plan which I suggest for adults, which is at the service of the Council of Military Education, or of the Secretary of State, if the principle be approved. But as this report has already run to considerable length, and as the paper in question necessarily enters much into minute details, I abstain from forwarding it with this.

36. Many parents have a great objection to send their daughters to mixed schools, and not a few commanding officers would like the elder girls to be instructed by the regimental schoolmistresses. In an ordinary regimental school this is out of the question. The same mistress could not teach the infants and the elder girls, and if additional mistresses were maintained, the demands upon the funds appropriated to the support of schools would be very seriously increased. But in the larger garrisons the number of children to be instructed is so great that they might be divided into schools of grown boys, grown girls, and infants, without a great increase in the number of teachers, which would, under any arrangement, be required for their instruction; and, whenever this can be done, I recommend that it should be done. The Royal Artillery at Woolwich and the Royal Engineers at Chatham conduct their children's schools upon this principle, and with great advantage, I think.

37. At very few stations have playgrounds been allotted to the schools. They are a great desideratum, and at the camp and at many other stations might surely be provided without difficulty.

38. The number of teachers allowed in the schools under existing regulations depends upon the number of names upon the school books. The numbers in actual attendance at different schools of the same or nearly the same strength are very different, and thus it sometimes happens that the staff of assistant teachers is too great, sometimes that it is too small, to meet the wants of a school of great nominal strength. The number of teachers allowed ought to depend not upon the nominal strength of the schools, but upon the average daily attendance during each month. If the attendance were very various, it would still happen, no doubt, that the staff of teachers would be sometimes in excess and sometimes the reverse. But the inconvenience in the schools would probably not be greater than it is under the present system, and the cost to the public would be more proportionate to the work actually performed in the public service. If regularity of attendance could be secured, it would be most convenient, as well as in other respects most correct, to apportion the number of teachers to the number of pupils in average daily attendance.

39. The form of monthly school report and that of the assistant inspectors' reports require revision. There are several points on which the monthly school reports furnish no information, upon which it is nevertheless very desirable that the head of the school department should be kept well informed. I have referred in a former paragraph to the propriety of appending to the monthly report a certificate of the loss of books and other materials, or their destruction by fair wear and tear or

otherwise. The number of days on which the school has been open, and the occasion of its being closed, when it may have been closed during the month, should always be reported. It is the practice in some cavalry regiments to have the adult school opened not daily, but twice or thrice in the week. It is the practice in some corps not to allow the soldier assistants, or not to allow the whole of them, to teach in the children's schools, and to employ them, or such of them as do not instruct the children, on ordinary military duty, except, perhaps, that of guard-mounting. Such exceptional arrangements, I think, should always be noted in the monthly report, seeing that the full allowance of extra pay is always drawn for all the assistants.

40. Although I think that certain points in the system upon which the army schools are organized might be improved, and although I think that the schools have suffered by the circumstance of their having for a considerable time not been under the control of anybody who was practically acquainted with the system on which they are organized and conducted, I have no doubt that they have done good. I believe that the best of the children's schools will bear comparison with those of the same class in operation throughout the country, and that in the adult schools, notwithstanding the disadvantages under which they labour, as I have endeavoured to show, more has been effected than in many adult schools in civil life, certainly much more than in the few which I have had an opportunity of seeing or have heard particularly described. But all has not been effected which might have been accomplished, considering the means that are available for securing regular and lengthened attendance, which are not at command in civil life; and as long as all is not done which might be done under suitable arrangements, it cannot fairly be said that an adequate return is secured to the labour and expense bestowed upon the organization and maintenance of the schools.

I have, &c.

(Signed) A. C. Gleig,
Assistant Inspector of Army Schools,
17 March 1861.

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## Appendix II.—No. 3.

For the report of Mr. Sergeaunt, Assistant Inspector of Army Schools for North Britain, *see* Appendix I. p. 5.

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## Appendix II.—No. 4.

From E. A. Vicars, Esq., Assistant Inspector of Schools for Ireland.

Sir, Trimleston Lodge, March 1861.

In accordance with your instructions, I have the honour to report, for the information of the Council of Military Education, that the most important changes which have taken place in the system of army schools since I was appointed to this district, are—

1. The classification of the masters. This occurred in July 1854. Before this time the masters received 2*s.* 7*d.* a day; 10*l.* a year for teaching the girls, and three-fourths of the fees paid by the men. Under this

regulation the income of masters varied considerably, some regiments having 500 men attending school, and others not more than 100. In addition to this, as the attendance of adults is always subject to fluctuations, a schoolmaster could never calculate with any certainty what his receipts would be. A principal objection to this mode of remuneration was that it placed the master, who was active and zealous in urging his men to come to school, under the suspicion of seeking his own aggrandizement under the guise of promoting their welfare. A master can now, in private conversations, in his lectures, and in a variety of ways, stimulate the soldiers of his regiment to profit by the opportunities of instruction placed within their reach, free from the stigma of interested motives. By the Order of July 1854, before referred to, this regulation was superseded by a system of fixed incomes, which have not only tended to increase the means of army schoolmasters, but have also materially improved their social position, giving them a higher status as a class, and causing them to be more respected.

2. Another change of great moment was effected by the Circular of June 1857. By this Order the old rule of compelling recruits to attend school was abrogated, and commanding officers were urged to encourage soldiers to attend school *after they were dismissed drill*, providing at the same time that men so attending should be exempt from payment of the old school fees. This was a most happy change. The period during which the soldier was formerly compelled to go to school was, the time of all others, when he had the least leisure for learning, and when, consequent upon the fatigue and labour of mastering his drill, he would be likely to find little pleasure in applying his mind to the rudiments of education. The Circular referred to prescribed that soldiers should be encouraged to attend school after dismissal from drill, until sufficiently advanced in reading, writing, and arithmetic, and that commanding officers should arrange the duties of his soldiers so as to give at least four hours' a week attendance to men of this class (the 4th).

The Order goes on to state that no man is to be considered eligible for promotion to the rank of corporal (unless in the field) who has not been dismissed from this class.

It is much to be feared that the excellent provisions of this Circular are not everywhere carried out, although, beyond all question, an impetus has been given to adult education in the army, as a consequence of its promulgation, from which the most auspicious results may be expected. It is notable that in every regiment where corporals are chosen, and chosen only in the way prescribed, the schools are found in an efficient and flourishing condition.

This Order also calls the attention of commanding officers to the importance of carrying the education of non-commissioned officers to a higher point than the mere acquisition of reading, writing, and arithmetic. It is to be regretted that this injunction is no more generally acted upon, although, except in the Guards and one or two cavalry regiments, the material is not easily found out of which a highly educated class of non-commissioned officers could be composed.

3. By the Circular of July 1857 a general classification of army schools was prescribed, with a view to uniformity of system.

So far as this experiment has been tried, it appears to have worked fairly; a very large proportion of the adults who attend school belong to the 4th class, and it is an uncommon thing to meet with a 3rd class, still less with the higher divisions. The 4th class, for the most part, is broken up into sections, the 1st representing the more advanced and the lowest the most ignorant. The Circular of July 1860, however, here in[illegible]posed, and by it—

4. Fees for the 3rd class were remitted, and it is calculated to exercise a very beneficial effect in retaining at school those whose attainments placed them out of the category of the elementary class, but whom the masters were very reluctant to promote, lest they should lose them altogether out of the school. It was found almost impracticable to keep up a *paying class* when the great majority were unburdened with any charge. The objection to the levying of fees from men whose abilities and application had fitted them for elevation to the 3rd class always appeared to me to consist in this, that it was a tax upon knowledge and a discouragement to improvement. Rarely among soldiers is learning valued so much for its own intrinsic advantages as to reconcile the adult to making a pecuniary sacrifice to acquire it; and it is to be hoped and expected, now that fees are abolished for the 3rd class, that there will be found many adults engaged in the subjects of education provided for students of that division.

5. Another important change was effected by the Circular which prohibited schoolmasters from engaging in private tuition, unless specially authorized to do so, upon the application of their commanding officer to the Council.

There is no doubt that the privilege of taking pupils was greatly abused in some instances. But with the precautions now taken there is no fear that the schoolmaster will be able to sacrifice his school to his pupils. In whose favour exceptions should be made, would seem to depend mainly upon whether officers, in consequence of their regiments being located in places unfavourable for scholastic purposes, are unable to find tutors for their children. In cases of this kind it would appear fair to grant the indulgence to the schoolmaster, whose title to it should depend also upon the character he bears for ability and zeal in the discharge of his regular duties.

6. Among other changes of a minor character which have been introduced into the school system, may be mentioned the admission of several admirable new text-books, such as the Secular Early Lesson Book, the Third and Fifth Reading Books. These are most valuable additions to the literature of the schools. It may not be inopportune to observe here that the new copy-books substituted for McLeod's lineal copy-books are a great failure, and materially retard that progress in writing which the old ones promoted. A beginner with the pen could be trusted *alone* with McLeod's copy-book when once he understood the lines. If he be left unwatched now the whole sheet is sacrificed, and, which is of more moment, a bad habit of forming letters is acquired, and the time of the teacher is needlessly taken up. In obedience to an Order from the War Office,—

7. Singing is more practised in the several schools than it was wont to be.

In most of the large garrisons a choir of children is to be found who sing, both in harmony and melody, with considerable taste. Their services are highly acceptable to the chaplain on Sunday whenever they can be made available.

8. The encouragement which has been given of late to the delivery of lectures by schoolmasters has had a most beneficial effect in promoting adult education.

By the aid of the magic lantern the master is enabled to illustrate his subject with appropriate pictures, and in that way to retain the interest and attention of his audience. During the winter months, more especially, these lectures are highly popular and useful. They keep the soldier in his quarters when, had he not such amusement, he would be seeking recreation elsewhere amid scenes of intemperance and vice. In addition to this, these lectures, if ably delivered, present learning to the

ignorant mind in its less wearisome and repulsive aspect, when it is seen how instruction can be given and knowledge can be acquired in an agreeable manner.

9. The introduction of games into the principal military reading-rooms has been highly acceptable to soldiers, and the privilege of smoking, now most properly allowed, has increased their attractiveness.

10. There are two points upon which, in conclusion, I am anxious to offer a few observations:—

1st. As to soldier assistants and the best means of rendering them more affective; 2nd, As to the promotion of masters and mistresses in connexion with the question of seniority and merit.

1st. It has long been apparent that the machinery by which adults' and children's schools are provided with soldier assistants is very defective. To render a soldier an efficient teacher, it is requisite that he should have time to acquire experience in his art, and to profit by the tuition of his trained superior. As matters now are arranged, as soon as a soldier evinces ability and smartness in the school, he is generally removed from it, as a consequence of promotion. The master has then to commence with some new hand, and it is not to be expected that under such a system he will derive any very valuable aid from his coadjutors. It is by no means easy to suggest a remedy for this evil. I have lately made a report to the Council upon this subject, and I have seen no reason to alter the views I have there expressed. The only regiments with which I am acquainted, who have really competent soldier assistants are the Guards, and in their several battalions they are admirable.

2nd. As to seniority and merit in connexion with the promotion of masters and mistresses, the question is a difficult one.

The golden rule to be applied in each case would appear to be to have the most competent person for the situation who is available; and if that rule had always been acted upon, undoubtedly many a senior in his or her class would have been passed over.

But then, on the other hand, it is to be remembered that all the masters and mistresses have passed the same preliminary examinations, and therefore *quoad* their training may be presumed to be equal. In the present classification of masters and mistresses it is understood that the higher classes and the superior pay belong to those who have had the longest service, it being of course implied that service has been meritorious. The duties moreover to be discharged by a second and third class master or mistress are identical, except that a second-class master or mistress is more frequently appointed to stations of importance.

It is mainly, therefore, though of course there are exceptions, with reference to *promotion to the first class* that care should be taken not to confound age with ability, length of service with capacity.

There should be, in my judgment, that evident superiority in masters and mistresses of the first class which is essential to the exercise of authority and to the acquisition of influence. In point of education, of manners, of bearing, of general character, they should be examples to the junior classes. In other words, a first-class position should imply first-rate credentials; and such an impression would, I think, have a very beneficial effect both among those who teach and those who are taught in army schools.

I have, &c.

The Secretary,
Council of Military Education.

(Signed) E. A. Vicars.

## Appendix II.—No. 5.

From Colonel Lacy, Local Inspector of Schools at Gibraltar.

Sir, Gibraltar, 18 March 1861.

In submitting to the Council of Military Education my reply to your letter (with its enclosures) of the 9th ult., I must express my regret that other avocations constrain me to limit my observations to two or three points only of the wide field of inquiry presented to our view. Persuaded, however, that the ground will be occupied to its fullest extent by others more experienced than myself, and better qualified to report and suggest, I proceed to offer the following remarks.

Compulsory education of adult soldiers.

Much consideration of this important branch of the subject has convinced me that the State will not obtain an adequate return for the expense of the army school system, nor the machine be worked up to its full power, until compulsory education in a somewhat different sense of the term from that which is usually given to it shall have been authoritatively, not permissively only, established. In a word, I should like to see it made obligatory on the commanding officer of a battalion to send every drilled soldier to school for four hours a week, and for such a period as may be estimated as sufficient for the acquirement of a tolerable proficiency in reading and writing from dictation—the essential and immediate wants of the wholly uneducated man. As soon as a certain number of men became instructed up to this mark, they might be replaced by others, and the school-room be thus kept always filled by a system of rotation. To this end I think that the application of the provisional classification might be modified to advantage, useful as that measure undoubtedly is, in giving a definite course and direction to the master's exertions, and in its tendency to systematize the soldier's mental culture in its future development. But in the present condition of army education, daily experience shows that all the labour that can be bestowed by the master, and all the time that can be afforded by the scholar, are barely sufficient for primary instruction. So far only, therefore, attendance might be made absolutely compulsory on all parties, while the higher branches of the classification might be considered as purely supplementary, and left to volunteers, with such stimulants in the way of reward and promotion as the commanding officer might be able to apply.

See Mr. Little's letter, page 173, appended to Report on Army Schools, 1859.

Provisional classification.

Parallel case of musketry instruction.

The principle of compelling soldiers in the mass to acquire something beyond mere physical qualifications would seem to have been conceded in the musketry instruction of the army, of which certain theoretical teaching forms a part.

It is indeed difficult to conceive how a man unable to read and write can be made to understand, or even to decipher, the graphical representations which it is the musketry instructor's duty to place before his eyes.

In confirmation of this peculiar view of the question, I extract a passage from a report made to me, at my request, by one of the most experienced and intelligent masters at this station. "Of 129 marksmen "in the corps, I have 80 classified in my 'Register of Proficiency.' Of "these 80, 43 are in the two upper classes, against 37 in the three "lowest. Of the remaining 49, 19 include 5 colour-serjeants and "men of some education; and, if of the remaining, 18 are estimated "on the above proportion as 'scholars,' it will give $43+19+18=80$

" men of scholarship against 49 of no education. The 80 marksmen " registered in the school by me are thus classed:—

| | | |
|---|---|---|
| " 3rd Class | - | 7 |
| " 4th Class | 1st section | 36 |
| | 2nd " | 13 |
| | 3rd " | 15 |
| | 4th " | 9 |
| | | 80 " |

Irregular and interrupted attendance, owing to this employment of the soldiers' time being too often made subservient to almost every other demand of regimental economy, is the general complaint of the army schoolmasters, and the remedy is perhaps only to be sought in some such authoritative measure for the regulation of the business of the school as that at which I have glanced, qualified, as it still would be, by the principles inculcated by His Royal Highness the Commander-in-Chief in the General Order of the 16th January last; for, unfortunately, there will always be found individual men who, from natural incapacity or perversity of temper, must be excluded, after a reasonable probation, from even the earliest stages of mental improvement.

Garrison Schoolmaster Robertson remarks on this subject: " I am of " opinion that in order effectually to educate the army, a fixed standard " of advancement should be established and published for general " information, rendering it imperative upon every man to attend " school until such time as he has obtained a thorough knowledge " of these subjects, when he shall be at liberty to become a voluntary " attendant."

Non-commissioned officers.

It seems to be a general opinion among schoolmasters that the non-commissioned officers of the army, as a body, have not yet attained the standard of advancement which the State has a right to expect after the great exertions that have been made to promote education; that a stricter educational test should be imposed for promotion from the ranks; and that a closer and better organized attendance at school after promotion should be insisted upon in their case.

School assistants.

The more permanent employment of a staff of well-qualified regimental school assistants is another subject which I find much dwelt upon by the schoolmasters. It frequently happens that when an efficient assistant, whose training has cost the master much time and trouble, becomes eligible for promotion, the school is suddenly deprived of his services, and all the labour bestowed upon him is lost.

It would be better, perhaps, to give the assistants a fixed non-commissioned rank.

The schoolmaster.

Great diversity of opinion has prevailed as to what should be the position or status of the army schoolmaster, hence, the more or less considerate treatment that he receives varies according to the interest or indifference with which education is regarded by the regimental authorities. This, I am told, has been a prolific source of evil to the schoolmasters, as well as of expense to the public, in their transfer from corps to corps. The important part that the schoolmaster, either in civil or military life, plays in the advancement of civilization, and in augmenting the intellectual power of the country, would seem to entitle him to a higher position than that of a non-commissioned officer, which may be attained (and perhaps mainly by the assistance of the schoolmaster himself) in a year or two by any steady and tolerably intelligent man, and may be lost the next day by misconduct.

The qualifications of the schoolmaster demand a preparation in early life little below that for the learned professions, and certainly equal to

that required for clerks of departments, artificers, engineers of the navy, &c., who usually rank either as commissioned or warrant officers. The higher branches of the army school course take a tolerably high range, and with these he must be thoroughly conversant, not alone as a technical teacher of what is set down for him, but to a certain extent as an original producer, for he is expected to deliver lectures on subjects of natural science and literature.

That the schoolmaster's position is anomalous is admitted on every hand—"neither fish, flesh, nor fowl," as it has been described by very high authority.

If he follows the pursuits and possesses the manners of an educated man, it is apt to be set down as assumption. And with only the relative rank of non-commissioned officer, he is sometimes too little consulted as the head of a very important and expensive department of the corps, and too humbly placed to bring his knowledge and skill in the art of teaching to a practical bearing.

It has sometimes been proposed to give the rank of warrant officer to every class of schoolmaster; and this appears to be a remedy peculiarly applicable to the case, for such rank, not being a step in the regimental scale, would give the schoolmaster a quasi-civil position, collateral rather than gradational, which would be less likely to provoke comparison with that of others. With regard to the first-class schoolmaster, the late Inspector-General of army schools has recorded an opinion that the rank of commissioned officers would not be inadequate to the duties that devolve on some of them.

The stagnation of promotion from the third class has operated as a great discouragement to the deserving young schoolmaster; and this, considered in connexion with the insufficiency of his pay, leads to the question whether the whole of this class might not be thrown into the second, with the higher rate of pay, leaving one other class only, that of first-class schoolmaster superintendent.

No provision, as far as I am aware, has yet been made for the pensions, widows' pensions, full pay, and half pay retirement, after long and faithful service, of army schoolmasters, claims which in other branches of the military service, both combatant and non-combatant, have recently been recognized with so much justice and liberality.

I have, &c.

(Signed) J. E. Lacy, Colonel,
Local Inspector of Army School.

The Secretary to the
Council of Military Education.

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## Appendix II.—No. 6.

### From Major Boothby, Local Inspector of Schools at Malta.

Malta, 3 April 1861.

Sir,

2nd batt. 3rd Regt.
4th batt. Rifle brigade.
2nd batt.
15th Regt.
1st batt. 22nd Regt.
2nd batt.
23rd Regt.
2nd batt.
22nd Reg.

Having completed during the past year the inspection of the regimental schools at this station named in the margin, I have the honour herewith to transmit the enclosed reports of the results, together with a tabulated statement regarding the garrison libraries, for the information of the Council of Military Education.

With reference to the War Office Letter, dated Pall Mall, 4 February 1861, calling for reports of the system of education now in operation in the army, I have the honour to state that, having been in charge of the

regimental schools for little more than a year, my experience on this subject is at present necessarily limited. Fencible Art. 6th brigade, Royal Art.

I beg, however, herewith to forward a report on the subject from First-class Schoolmaster Earp, attached to this garrison, who appears to have had considerable experience in the matter, and who, from his zeal and intelligence, has afforded me much assistance in the superintendence of the schools, which are numerous, and much scattered throughout the command.

As regards the regiments in this garrison, they are, for the most part, young battalions, and can hardly be said generally to afford fair play to the working of the established system of education, the first object of the commanding officer being the instruction of the men in their military duties, to which the school attendance is made in a great measure to give way.

In some cases the hours of attendance are changed from day to day to suit the drill hours; in some the attendance throughout the regiment is compulsory, while in others it is purely voluntary.

When the latter is the case, unaccompanied by any exemption from parade of those going to school, the attendance is exceedingly desultory.

There appears, however, throughout the service, so general a desire to acquire information, that I believe, were the attendance altogether voluntary, the schools would be very well filled, if some little indulgence as regards exemption from parade were given.

The arrangements regarding school assistants, as they at present exist, appear defective and capable of improvement; as a general rule they come to the school with but little knowledge of the mode of giving instruction, and consequently, however well informed themselves, are comparatively of but little use to the schoolmaster until they have acquired a good system from him, when it commonly happens that from one cause or another they are replaced by others, with whom the same process has again to be gone through. In one of the schools in the garrison the non-commissioned officers of higher grade are brought into the school as assistants, which appears a very good arrangement, as these men have more authority than a private soldier, and the objection which exists in other schools, of a serjeant or corporal sitting in a class instructed by a private, is obviated.

It will be seen by the accompanying school reports that the school accommodation generally is very indifferent, from want of sufficient room and proper fittings, and sufficient light and ventilation.

The chapel schools at Valetta and Margarita, and the newly-erected school at Floriana, are, however, all that can be desired.

I have found considerable difficulty in bringing the trained schoolmasters of the junior grades to understand their position in the service, and a spirit of resistance to military authority has displayed itself in more than one instance; one case was of so serious a nature as to render it necessary to have recourse to a court-martial. The sentence, however, was not carried out, in consequence of some informality in the proceedings.

Considerable inconvenience has arisen, in several instances, from delay in the receipt of the supply of school materials and stationery at this station, and the suggestion of Mr. Earp on this subject, in his accompanying report, is, I think, worthy of consideration.

The present slow rate of promotion of schoolmasters of the lower grade is discouraging. Assuming the present average to be eight promotions per annum from the third to the second class, those at the bottom

of the former class have a period of 18 years to look forward to before promotion.

A uniform method of collecting school fees, viz., through the paymaster, as with adults, would be an improvement. A nominal return of children, with the amount due from each parent, could be rendered in connexion with the similar return of names and amounts due from adults.

*Libraries.*

As regards the style of books generally read, there is, in all cases, a greater demand for books of entertainment and fiction than for any others.

The number of volumes in this class is, at none of the stations in this command, sufficiently large to meet the demand.

Thus there are in a serviceable condition in Class E.—

At Floriana, 30 volumes only.
At Ricasoli, 57.
At Vendala, 42.
At Fort Manvel, 29.

This has led, in some cases, to the withdrawal of subscriber's names, the men not being disposed to take up the works of a more solid character, of which the libraries possess a large proportion.

In some instances the demand for these works of a higher description is met by purchases from funds supplied by a subscription among the men to the regimental reading-room.

Of these one is in operation at every head-quarter station of a regiment; they are, in all cases, well supported, the number of subscribers to the reading-room being generally larger than that to the library.

The reading-rooms are open from 9 a.m. until tattoo roll call, with an interval of one hour at dinner time, during which time they are closed.

They are exceedingly well attended, the games supplied from the War Department form a considerable attraction to the men, and the newspapers and periodicals purchased by subscription, in addition to those supplied to the libraries by the War Department, are in constant request.

A few more sets of the games authorized to be supplied would be desirable, as some of those at present in use are quite worn out, and others nearly so.

The want has been partially supplied by purchases from the funds of the regimental reading-room, which, however, from the smallness of the subscription (2*d.* per month), is not well able to meet the expense.

The reading-rooms are, in all cases, supplied with oil lamps for lighting, and are generally sufficiently well warmed in winter.

At Ricasoli the library is so small a room, that a separate reading-room is given for the accommodation of the men.

I would recommend that a stove be supplied to the library in these barracks, as the room is so damp in the winter and rainy season that the books become mildewed. The room has no fireplace.

I beg, in conclusion, to call the attention of the Council to the great increase in the number of subscribers to the libraries and reading-rooms caused by any little addition to the accommodation of the rooms by warmth, light, ventilation, and giving them a cheerful appearance by decorating the walls with prints, &c.

I have observed that in all instances in which attention is paid to these matters, and an air of comfort given to the room, it is always well filled, and that in all probability by men who would otherwise be at the canteen or wine shop; nor do I think it is easy to over-estimate the importance of attaching the soldier by these and all other available means to his barracks and quarters, and causing him to look upon them as his home.

I have, &c.
(Signed) J. G. Boothby, Major,
Assistant Local Inspector of Army Schools,
Malta.

Report on the Libraries in the Garrison of Malta, July 1860.

| Station. | Corps. | Effective Strength of Corps. | No. of Subscribers to Library. | No. of Subscribers to Reading-room. | No. of Volumes in each Library. | Books most Read. | Books less in Request. | Books very little Used. |
|---|---|---|---|---|---|---|---|---|
| Lower St. Elmo - | 2nd Battalion, 23rd Regiment. | 875 | 176 | 346 | 711 | Class. F. | Class. B. D. G. H. | Class. A. C. F. I. |
| Floriana - - | 2nd Battalion, 22nd Regiment. | 842 | 60 | 150 | 615 | E. | B. D. F. G. H. | A. C. I. |
| Fort Manvel - | 2nd Battalion, 15th Regiment. | 869 | 108 | 130 | 204 | E. F. | B. C. D. I. | A. G. H. |
| Ricasoli - - | 4th Rifle Brigade - | 853 | 160 | 200 | 531 | E. C. | A. B. D. F. H. | G. I. |
| Vendala - - | 2nd Battalion, 3rd Regiment. | 849 | 119 | 414 | 558 | E. D. | C. F. | A. B. H. I. |
| Isolu Gate - - | 1st Battalion, 22nd Regiment. | 839 | 111 | 94 | 664 | E. C. D. | G. | A. B. F. H. I. |

## Appendix II.—No. 7.

From Colonel A. Herbert, Local Inspector of Schools at Corfu.

Sir, Corfu, 2 March 1861.

In reply to your letter of the 9th February 1861, forwarding a copy of a letter from the War Office, in which I am called upon to furnish a report upon the changes which have occurred in the general management of the army schools since the system was first brought into operation; and also desiring I should make such suggestions for the improvement of the system as may appear to me advisable:

I have the honour to state that it will be necessary to particularise many of the changes which have taken place in order to avoid general remarks, which I presume are not required.

The first change after the introduction of normal schoolmasters, which I remember, was the issue of copy-books at half price, and then again giving them free of all expense to the men.

This change could not have been avoided when it became legal to make the school attendance compulsory.

The additional pay of 6*d.* or 3*d.* a day to school assistants has been most beneficial.

These men, who are absolutely necessary to carry out the system, are now most anxious to be appointed. They should be selected from well-drilled soldiers, and changed as seldom as possible, otherwise the instruction of the men suffers.

Unless a schoolmaster has good and experienced assistants, he cannot carry out the present system of education satisfactorily.

The selection of assistants is not sufficiently attended to in some regiments, and unless some general order be issued on the subject, there are commanding officers who will change the assistants continually, and appoint only such men as are useless in the ranks.

An assistant requires experience before he can be of much use to the schoolmaster, or do justice to the classes to which he may have to impart instruction.

The introduction of the present system of classification has not, as far as I can judge, been attended with any practical advantage.

According to that scheme arithmetic forms the basis of the classification. This causes so much confusion in the reading and dictation classes, that it has never been carried out in any of the regiments which have come under my notice.

There are in every regiment men who read and write well, and who know nothing of arithmetic. Taking the latter as a basis of classification, these men would often be classified with men who are reading words of one or two syllables. This would disgust them, and they would withdraw from school altogether.

The division of the classes ordered by the system does not answer well, and creates confusion.

In the schools I have inspected, viz., 3rd, 46th, 91st, 2nd battalion, 2nd, 2nd battalion, 4th, 2nd battalion, 9th, and 1st battalion, 9th Regiments, I have only once seen a second class, only occasionally a third class, never a first. The larger proportion of the schools which have been under my charge have been composed of fourth class, divided into four, six, or more sections.

I would suggest that the first class should be composed of men who could *keep companies' books*, write correctly from dictation, have a general knowledge of history and geography, and can work fractions and proportion with ease.

This class, which will be chiefly composed of non-commissioned officers, should be encouraged to attend voluntarily in the evening, at such hours as may be most convenient, and when the greatest number may be off duty. The attendance of non-commissioned officers at school now in garrisons is merely nominal.

I would propose that this class should be charged as at present, but as the schoolmasters will be required to attend at extra hours, and additional duty will be entailed on them, that the fees so charged should be paid to the master. The loss to Government would be very trifling, as at present a paying class exists in few regiments. The master by this arrangement would take more pains, and enter with more energy into the instruction of this class, who, under the present system, are not able to avail themselves of the advantages offered. I remember some years ago seeing a plan similar to this tried with perfect success.

The abolition of school fees in the lower classes became necessary when the attendance of the soldier could be made compulsory. Few commanding officers have, however, availed themselves of the authority vested in them. The attendance at the greater number of the schools is voluntary.

I am not aware whether the system taught at the model school has been changed, but certainly the younger schoolmasters teach more by book and less by oral instruction than the older masters; in fact, cause

books to supply the place of the living instructor. Oral teaching appears to me by far the best system for impressing a subject on the soldier's mind.

These remarks refer especially to arithmetic and geography. Formerly, when few arithmetic or geographical books were issued, the master either gave collective lessons from a map in geography, or in arithmetic gave the rule on the black-board, demonstrating it with examples. I find some of the younger masters give arithmetic and geographical books and slates to all the classes. A certain number of those books are required for the masters at head-quarters and for detachments. More by far are supplied than are required.

The present system, however, would work satisfactorily, I am convinced, were it possible full scope could be given in carrying it out; but in most regiments, during the drill and rifle practice seasons, the attendance at school is merely nominal. Men who had almost mastered the first difficulties in reading and writing recommence attending school after this season is over, having totally forgotten all that with the greatest trouble and perseverance had been drilled into their heads by the schoolmasters, who become disheartened, and naturally lose that energy without which it is impossible to do much practical good.

The attendance of the men at school at present depends in great measure on the officer commanding the battalion.

In some regiments this attendance is most satisfactory, in the 91st and 14th Regiments, for example, the colonels of which took great interest in the schools, and did not consider that the school should give way to every paltry parade, fatigue, &c., nearly all the men could read and write, many were more advanced, all seemed to make progress. On the other hand, in a regiment now in garrison, at a late inspection, observing a man of some years' service who could read well, but could not write his name, I questioned him, and found, though he had been on the school books for YEARS, he had *scarcely ever attended*. He had learned to read before he joined.

Unless the attendance at school be made compulsory until the men arrive at a certain standard of education, and some one of the daily parades be made a school parade at which all men should be obliged to attend as they do at other parades, the benefit soldiers derive will in many regiments never be commensurate with the great expense incurred for the education of the army.

I would therefore suggest that commanding officers be obliged to carry out the spirit of par. 5, page 208, of the Queen's Regulations, relative to the attendance of the men at school until such time as they are able to read fluently, write from dictation, and are acquainted with the first rules of arithmetic.

The school parade should be entered in the monthly diary of parades. The schoolmaster should be required to forward monthly a return of the men who *cannot read*, together with a statement of the number of times each of these men attended school during the month.

If this principle were followed, a soldier who is not totally deficient ought to be able to learn to read and write sufficiently well to be dismissed from school in 18 months.

No soldier should be dismissed from school until the schoolmaster certified in writing to the commanding officer that the man possessed the qualifications suggested. The attendance after having received the certificate should be perfectly voluntary.

The schoolmaster should submit to the colonel the names of any *very stupid men* who may be *totally incapable* of advancing to the proposed standard, and who would never benefit by attending school (there are a certain number of these men in every battalion). These men should

parade and be drilled whilst their comrades are at school, or be obliged to perform the fatigues required by the corps to which they belong, for a year after they were reported by the schoolmaster. This would prevent scheming. The men of one battalion which has come under my notice, under one commanding officer made good progress, and attended regularly. Under another, those who were commencing to read and write fairly have almost forgotten what they had learned, and the average attendance per man weekly at school was *five minutes.*

Under no system could men whose attendance was so limited receive any benefit from school. To be efficient, the attendance at school must be as regular and continuous as the exigencies of the service will permit, and not subject to a periodical fluctuation,—one day a large number attending, and perhaps for the next few days none.

The grown children's schools work well, and as the children attend regularly, in general they make considerable progress.

The fees paid by the children's parents amount to a sum so trifling (about 3*s.* to 4*s.* per battalion, that giving a free education to all soldiers' children would entail but little additional expense to Government, and yet be a boon to the men.

The system of infant schools appears to be excellent in theory, but few of the schoolmistresses who have come under my notice appear to understand the system or to be capable of imparting instruction in such a manner as to be of any great benefit to the children. I would suggest that no schoolmistress be appointed who has not gone through a course of training at the normal school.

Were the nominations to this school given to soldiers' daughters who had been educated at regimental schools, it would be a great encouragement to the girls to improve themselves, and thereby to become qualified.

Previous to Divine service, the schoolmasters or schoolmistresses should *be obliged* to muster the children and bring to the notice of the commanding officer any who might be absent. *This is neglected in some corps.*

School assistants of each religion should be selected to assist the clergymen in the religious instruction.

The schoolmistresses, as a body, are far inferior to the masters. These latter, with one or two exceptions, I have always found most amenable to discipline, if administered with judgment, and most anxious to bring on their pupils, and in every way to improve the education of the battalions to which they belong.

The younger masters often on joining mistake their position and require checking. They should always, on leaving the normal school, be placed under an experienced master for a couple of years.

When possible, I would suggest that a preference should be given in appointments to the normal school to men who are serving in the ranks. This would be a great stimulant to school assistants to exert and improve themselves. They could seldom, however, expect to obtain an appointment if required to compete with men who, while the former have been serving in all parts of the world, have devoted their lives to pupil-teaching, and of course can ascertain exactly the subjects on which they will be examined.

The schoolmaster who has served in the ranks, as a rule, understands better how to deal with the officers and soldiers than the civilian who has merely passed through the normal school. This might be taken into consideration.

The Circular No. 261, of 31 May 1858, has been productive of good results by making schoolmasters forward all applications to their commanding officers. The principle of allowing non-commissioned officers

to correspond directly with the Secretary of State for War caused them to consider themselves to a certain degree independent of their commanding officers.

Were it considered advisable to make second-class schoolmasters warrant officers, even without any increase of pay, it would be received by them as a great boon, and one which the majority certainly deserve.

When a regiment is ordered to move, there is always a great difficulty in providing accommodation on board a transport or troop ship for the schoolmaster.

By the warrant he is allowed intermediate accommodation, and 1*s.* a day is stopped from his pay while embarked. On no troop ship or transport that I have ever seen is any intermediate accommodation provided. This invariably forms a subject of complaint and discontent. The same case occurs in railways. The schoolmaster is allowed second-class accommodation, and seldom a second-class carriage is supplied. By one commanding officer he is put in with the men; another allows him to take his place in a first-class carriage with the officers.

The schoolmasters' uniform so nearly resembles the Store Department officers', that the sentries continually mistake the latter for the former. Changing the facings of the coat would remedy this source of complaint.

In conclusion, I must repeat that the great difficulty, indeed, I may say, the only serious one with which the schools have to contend, is the irregularity of attendance; and I can confidently affirm, if the necessity of a continuous and uninterrupted attendance at school could be impressed upon commanding officers, that they would not be long in discovering the advantages of having in their battalions a large number of men from which they could select their non-commissioned officers and clerks.

There is often at present great difficulty found in appointing a pay-serjeant, as many of the best non-commissioned officers are not able to keep the accounts and books.

I should also mention that the number of hours each man attends school cannot be justly estimated by the average in the monthly return.

Some men, servants or drummers, and others who wish to improve themselves, may attend every day, while many never come near the school.

The average attendance is calculated from the number actually present being divided into the number on the school books.

I have, &c.

(Signed) Arthur Herbert, Colonel,
Local Inspector of Army Schools.

The Secretary to the
Council for Military Education.

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## Appendix II.—No. 8.

Sir, Aberdeen, 19 March 1861.

In reply to your letter of the 14th ultimo, 785, to which was annexed a copy of a communication from the War Office, dated 4 February 1861, relative to the effect of the changes in the general management of army schools, I have now the honour to forward Schoolmaster

Kemshead's report thereupon, and, as requested, a statement of some of my own opinions on the working of the present system.

I likewise beg to enclose, and to recommend for favourable consideration, a letter which I have received from Fourth-class Schoolmaster Palmer attached to the battalion under my command, representing how inadequate the rate of his pay is to enable him to support the credit of his present position, and requesting that the pay of his rank may be increased from 2*s.* to 2*s.* 6*d.* per diem.

I am, &c.

(Signed) A. Pitcairn, Major,
Commanding 23rd Depôt Battalion.

The Secretary to the
Council of Military Education.

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Statement of some of the Opinions I entertain with regard to the working of the present System of Army Schools.

Aberdeen, 19 March 1861.

1st. I do not consider that the increased expenditure resulting from the present system of army schools is compensated for by any advantages which accrue from it.

2nd. The schoolmasters hold a very anomalous position, and in most instances seem to have imbibed such ideas of self-importance and self-sufficiency as to render them unpopular both with officers and men.

3rd. Very few adults can be induced to learn more than is requisite to fit them for promotion, or to enable them to read, write, and keep accounts; and as regards the children, I think, that with some rare exceptions, after having been taught reading, writing, a sufficient amount of arithmetic, and a little history and geography, they would be most profitably employed in learning trades and household work, and in keeping up the information they have acquired. Such being the case, I do not consider that a very high standard of qualifications is necessary or even desirable for the masters, as they are only wanted to teach the rudiments of education, and too much training appears to produce in them a greater anxiety to exhibit their own superior attainments than to impart elementary instruction to their pupils in a plain, intelligible manner.

The result of Schoolmaster Kemshead's experience in this subject is fully stated in his accompanying report.

4th. Whatever rank may be given to supervisors who may occasionally be sent round their districts to visit the schools or to deliver lectures, I am decidedly of opinion that all regimental masters should rank as staff-serjeants, receive their pay and allowances, and wear the distinguishing stripes of that grade on their uniforms.

Non-commissioned officers who are serving or who have served in the army would, I consider, after a short period of study at a training school in order to make good any deficiencies in their education, and to learn method and system in communicating the knowledge they possess, be the best suited for such appointments; and should any difficulty be found in attaining a sufficient number of them, I have no doubt that eligible civilians would be glad to enlist on the same conditions.

I shall only add that I regard the industrial school for instruction in needlework, &c., as one of the greatest benefits that could have been introduced.

(Signed) A. Pitcairn, Major,
Commanding 23rd Depôt Battalion.

The Secretary of the
Council of Military Education.

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23rd Depôt Battalion, Aberdeen,
12 March 1861.

SIR,

In answer to the letter from the Council of Military Education, dated 14 February 1861, No 785, and its enclosure, I beg to say that I consider the causes which operate to prevent the efficient working of the system of army education to be as follows:—

1st. The want in very many instances of proper school-rooms. This is a much more serious defect than would at first appear. Without a properly constructed and sufficiently capacious school-room, it is next to impossible for any system or classification to be carried out. I am at present located in a school-room 30 feet long by 20 feet broad, with nothing but barrack-room fitments, and in which if there are 50 men, it is crowded to excess; while at no time can there be two persons teaching at once, the voices interfering with each other. The difficulties are sufficient to tax my experience, but the opportunities for teaching are not greater than any well-trained corporal would be able to fulfil.

2nd. The irregular attendance of the men.

This is doubtless the great difficulty of the schoolmaster's career, certainly as great as any with which the schoolmaster has to contend.

In the course of my 10 years' experience I have seen such various methods tried, and all fail of success from the school not being regarded as a military duty by any one, and therefore not valued as it should be by any one. It is not generally recognized that any education is necessary to the due performance of the duties of a private soldier.

In two cases I have known article 37, section 2, Articles of War, interpreted by commanding officers as conferring a power of ordering any men they like to attend school, and they have accordingly enforced the attendance of all men not up to a certain standard of intelligence.

This is the almost universal practice of the Royal Artillery. The school is regarded as an indispensable part of their drill and discipline, and from the experience of over three years in dealing with them, while superintending the schools of the Portsmouth district, I can testify to their superior intelligence, and to the pleasure, ease, and satisfaction to be derived from the teaching and management of them.

In many instances a large and somewhat regular attendance is received by those who come to school being excused some drill or parade; this is, I think, objectionable rather than otherwise; it certainly fills the school-room, but the men who so come have no desire to learn, and they rather tend to clog the schoolmaster's hands, and prevent him from paying sufficient attention to those who really wish to improve. The best proof that their improvement is not what they have in view, is to be found in the fact that when from wet weather or any other cause there is no parade, they will, with few or no exceptions, shirk the school if they can possibly do so.

In the majority of cases which have come under my notice, neither encouragement is given nor authority exerted to bring the men to school. In such case the attendance is most irregular and desultory; and the schoolmaster, finding all his efforts at progress frustrated by a cause over which he has no control, and seeing that the school is not a matter of interest to any one, becomes disheartened, and unless he possesses a sense of moral responsibility not usually found in mankind, grows careless and indifferent. This will, in my opinion, always be the case while the attendance is purely voluntary. Soldiers may come to school to please their officers if they take a very active interest in the matter, or to escape some unpleasant or irksome duty; but they are altogether too thoughtless and improvident a class in the aggregate to value education for itself alone.

I would most respectfully suggest that all soldiers, when dismissed drill, as recruits, should be *compelled to attend school* until they could read and write fairly and work the first four rules of arithmetic, simple and compound, and that a higher test should be exacted for each step in rank. This rule should, however, be enforced, and not exist merely in name; there would, I think, be neither hardship nor inconvenience in it.

3rd. Want of proper regulations respecting soldier assistants. A schoolmaster, however talented he may be, is but one person; a school, however small in numbers it may be, has generally four classes; it is as impossible for one person to efficiently teach two classes, as it would be for one person to drill two squads; consequently every school requires at least four teachers, one to each class. But as at drill it is considered necessary to have an instructor to each squad, while the adjutant or serjeant-major is free to move from one to the other, overlooking all, and instructing any wherever he deems it necessary, so the schoolmaster should have an assistant to each class, while he himself should give lessons to all. As trained assistants can be supplied to only very few stations, one assistant should be, both in rank and ability, qualified to take charge of the first class or of the whole school during the temporary absence of the schoolmaster. At present, the soldier assistants of our schools are a very second-rate class, principally from the following cause: when a man becomes an assistant in the school his promotion is stopped while he remains there; a first-class man of any ability and energy is so sure of promotion that he will not become an assistant and give up that prospect. Those we have are continually being changed from their being taken from school for promotion in their companies. As it takes three or four months to make a man anything of a teacher, we very rarely have an assistant of any service to us. I would most respectfully recommend that in every school one assistant should be either trained or a serjeant, one a full corporal, and the remainder lance corporals.

They might then be promoted in the school as supernumeraries of their rank, and would probably be there sufficiently long to become efficient, which they are not at present.

4th. The too high training of the masters for the duties they have to perform. In very few of our schools will there be found a class higher than the third class of the provisional classification. Three-fourths of the men who attend are in the fourth class. Now when a man has gone through a course such as that at Chelsea, he is altogether unfit for the heavy, tedious, monotonous work of a regimental school, it is like employing a razor to cut wood; if he knew a little less, he would be able to teach a great deal more. Fresh from the mysteries of conic sections, he is altogether above teaching the simple rules of arithmetic. It is the result of all my experience that the most zealous, painstaking, persevering schoolmasters were those who, in the competition at Chelsea, were nowhere. I know by myself, that to demonstrate the sublime truths of mathematics has always been a source of the highest pleasure, but to be continually at the elementary work of an army school was a task of great drudgery. It was viewed by me with a disgust which did not entirely wear off until after four or five years' rubbing with the world.

At the same time there exists in the body of army schoolmasters an amount of talent, ability and information at present unemployed, which, were our schools properly constituted, would be productive of the very greatest benefit to the service, both in a military and social point of view.

5th. The false position of the schoolmaster. In my remarks on this head, I beg to state I am actuated by no personal interest or feelings whatever. My period of service is within five months of expiration,

when I do not intend to renew it; the want of a provision for my wife and family in case of my death, the inadequacy of the pension (less than half pay), the anomaly and isolation of the position, and the impossibility of rising to higher rank, are not, in my estimation, sufficient to outweigh the trials and discomforts of military service. I have only in view that which mars the efficiency of the schoolmaster and mocks his best efforts.

It is a notorious fact that army schoolmasters are the most unpopular body in the whole service. Two-thirds of them are regarded by their commanding officers as a nuisance, by the officers generally as upstarts, who ape to be what they are not, and by the non-commissioned officers as men who are too well paid, have too many privileges, and consequently think too much of themselves.

It cannot be that the schoolmasters, with all the advantages of education, are, as a body, personally so disagreeable. The cause must be sought exterior to themselves, and is, I think, to be found in the false, anomalous position in which they are placed.

It has been attempted to create for them a middle-class position, against which the whole constitution of the service is opposed. It refuses to recognize it, and the schoolmaster, neither fish, flesh, nor fowl, disowned by all, having affinity with none, excites the prejudice of every class. He is sufficiently raised above the non-commissioned officers in pay, quarters, &c., and especially in education and tastes, to justify him in considering himself above them and standing aloof; but not so much as to command their respect or prevent their drawing invidious comparisons between his advantages and theirs. The same is true to a certain extent with respect to the schoolmaster and the officer. The former is too well paid, has too good quarters, too many privileges, too much independence, for any one not holding commissioned rank. He finds that in civil life his education and manners, if it were not for his military rank, would obtain for him admission to the position of a gentleman in the now commonly received acceptation of the word, that is, among the upper portion of the middle classes, professional men, &c. It cannot, therefore, be wondered at that he resolutely and steadfastly refuses to become that which he really is not, a serjeant; and yet so indefinite is his position, so much does it depend on the individual interpretation of each commanding officer, that although I have held a warrant rank (whatever that may be) for six and three-quarter years, I have within the last five months been dubbed serjeant by my commanding officer, several other officers, by a corporal, an assistant in my school, who said, in no disrespect, "As you are a superior kind of "serjeant," and by an orderly, who, when I told him of speaking to me in too familiar and disrespectful kind of way, replied, "If you are not "an officer, you are a serjeant, and not entitled to any respect."

On another point of military etiquette which had been conceded to me as a privilege of my rank as a warrant officer for over six years, I found myself involved with my commanding officer the day after my arrival at this station, and received the only reprimand I have ever had. I may have been wrong and deserved the reprimand, but most surely the indefiniteness of my position is much more to blame, or I certainly should not have been allowed to continue in this error for over six years. These may appear to be minor points, but they are the reasons why schoolmasters are disliked, and they themselves dissatisfied, two points of paramount importance while the schools are purely voluntary.

The schoolmaster should either be an officer, at least in the sense in which quartermasters, clerks of works, &c., and other civil departments, with whom he is certainly on an equality, are officers, or he should be a serjeant, having the title and wearing the badges, and as such eligible

for promotion to commissioned rank. I am sure with such a prospect a class of men would be obtained fully equal to their work; I myself would sooner accept that rank with such an opening, than continue in my present position, with its impassable barrier, its exclusion of all hope. Had I not have been a schoolmaster, I should have held a commission seven years ago; on being most strongly recommended by my colonel, the answer received was, "that being a schoolmaster, I was not eligible." I have been since recommended with like result; I am but one among very many.

These things damp the ardour of men, and with nothing before them to work for, no wonder their energies flag, and they grow languid and indifferent. I have throughout used the first person (though it is a matter in which I have no interest), as I should not be justified in committing any one to the ideas, but they are the opinions talked of, written of, among the schoolmasters, although others, from having a long time to stay in the service, may hesitate to give expression to them. I have written them because I consider they form an important element in the working of the system, and I think it only right, therefore, they should be known, in order that they may be considered, and if correct, rectified, if incorrect, eradicated. I am sure that at present they militate against the efficiency of our army schools.

6th. Insufficient inspection of the schools.

At present our schools are inspected once in nine, or at most once in six months. Now, as they are constituted, this is totally insufficient; within that period they entirely change. Mr. Sergeaunt inspected this school in August last, and again in December. Out of 67 men present at the December inspection, there were not 10 who had attended in August. When it is considered that the inspection lasts but three or four hours, what can be known of the progress made? Nothing is easier than to get your school through a good inspection; nothing is more probable than that, through a hitch somewhere which you had not foreseen, it will turn out a bad one. It is reduced to a matter of chance. The evil of this is, that while your shortcomings *may* be overlooked, your difficulties and exertions may in like manner fail to be appreciated, and from the very constitution of human nature the latter is much more probable than the former. To meet this it was suggested by War Office Circular that an officer in each regiment or battalion should take charge of and superintend the school. I have never known but two instances in which this was undertaken voluntarily; I have seen it frequently consigned *as a duty* to a young ensign, an officer who, from his youth and inexperience, is not likely to be successful in such a task. To maintain our schools in an efficient condition, they should be seen at least once a month, and that by some one well acquainted with the peculiar trials and difficulties with which the schoolmaster has to contend.

What would be the discipline of a battalion, no matter how clever a drill the serjeant-major might be, if he were in the following predicament:—

1st. A confined, narrow, insufficient square.

2nd. The men allowed themselves to be the judges as to whether they would attend drill or not, or able to take their names of the roll, and discontinue their attendance.

3rd. With five or six squads and only himself and two assistants to drill them, these assistants being themselves but very slightly drilled, and being subject to continual change.

4th. A position commanding neither military nor other respect; and lastly, a lack of supervision to point out his failures, or praise or reward him for his successes? What would a general officer expect to find at his inspection under such circumstances? Yet such is the actual condition

of our schools. Everything has been half done, and in consequence I do not believe the resulting good to be any way commensurate with the expense incurred. We have highly trained masters in miserable school-rooms with few or no scholars; where we have scholars, the master's energies are cramped for lack of proper assistants. The schoolmaster, who to be efficient, should be loved and respected by all, is in a position either too much or to little which clashes with everybody. If the schools are to be the means of making the men more intelligent, that they may handle their weapons with more effect, then a little more expense (and a very little more would do) should be incurred, and their entire organization be put on a proper footing as an integral portion of the army. If they are to remain as they now are, the mere toy and plaything of the men, then may the present costly system of schoolmasters be put down, and that of schoolmaster serjeants be substituted as fully equal to the work to be performed.

I am, &c.

The Officer Commanding
23rd Depôt Battalion,
Aberdeen.

(Signed) W. B. Kemshead,
First-class Army Schoolmaster.

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## Appendix II.—No. 9.

Sir, South Camp, Aldershott, 18 February 1861.

Referring to the enclosed communication from the Council of Military Education, I beg to state that, in my opinion, the present army school system of education operates, upon the whole, favourably.

I may be permitted to mention, however, that on account of the wars that have taken place since 1854, and the changes and vicissitudes incidental to those wars, the development of the system has received a serious check, from which it is now gradually emerging.

As regards the children, there can be no doubt whatever as to the advantage of the present system, and as the school hours (for children) are uniform throughout the army, the success of the system is very apparent. As regards the adults, the advantage of the system cannot be brought to bear upon them so easily. This may be attributed to several causes, some of which (such as necessary military duties) are such as the system cannot control. But much depends upon regimental arrangements respecting school hours, &c. Much also depends upon individual schoolmasters, and upon the men themselves.

In some regiments matters are so regulated that studious and attentive men are enabled to make considerable progress, and the system may be said to work admirably, whilst in other regiments the result is not quite so satisfactory. But, on the whole, there is undeniably a spirit of progress existing, and an evident desire on the part of the men to improve themselves.

As far as regards the facilities of attendance of adults, and of their proper management when in school, a considerable margin is necessarily left to commanding officers and schoolmasters. And in regiments where the schoolmaster, by his zeal and energy, is completely successful in the arrangement of his men, I am of opinion that it would be for the good of the service if the exertions of such schoolmasters could be recognized in some way as an encouragement to further exertions.

It has been remarked to me by one or two officers that some schoolmasters appear too young to be put in charge of adults. That many of

them are young must be acknowledged, but, as far as I have observed, I have had no reason to complain of their performing their duties inefficiently on the score of youth; still it must be admitted that it would be well, if possible, not to place very young schoolmasters in charge of large adult schools.

I am, &c.
(Signed) JOHN GRANT,
Chief Schoolmaster.

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(785.) Aldershott, 19 February 1861.

Forwarded for the information of His Royal Highness.

I concur generally with this report, but I think certainly some of the schoolmasters are too young for their office.

(Signed) J. L. PENNEFATHER,
Lieut.-General.

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## APPENDIX II.—No. 10.

Brigade Office, Chatham,
24 February 1861.

SIR,

IN forwarding the enclosed report of First-class Schoolmaster Rogers, I beg you will inform the Council of Military Education that a garrison, where the duty is always heavy, where a large proportion of the force consists of recruits at drill who cannot afford time to attend school, and, lastly, where men seldom remain long enough to go through a course of instruction, is hardly a place calculated to test fairly the merits of different systems of adult education.

At my suggestion the commanding officers of depôt battalions have lately held out to their men the inducement of leave from two or three afternoon parades per week, on the condition of their attending school instead; but I am disposed to think that the exemption from parade has more to do with securing an attendance than any desire for instruction.

I have ascertained the opinions of many of the non-commissioned officers and privates of the garrison (fathers of families) as to the working of the old and new systems, and find that, without exception, they prefer the old serjeant schoolmaster to the young men from Chelsea. They all think that, however able, these latter do not take the same interest in their work, nor feel in the same degree responsible for the progress of their pupils, as older men who have risen in the regiment, who are identified with it by personal friendships and by *esprit de corps*, and who, moreover, have the regimental authorities only to look to for reward and advancement.

The men I have consulted also unanimously complain of the system of instruction pursued in some of the infant schools (more particularly in that of the 3rd depôt battalion, conducted by a trained schoolmistress), and fancy that a childish discipline is allowed to take the place of elementary book work. They are all further of opinion that the present instruction of both children and adults is distributed over too large a range of subjects, and that the class system tends to hurry pupils of slow intellect through a course which but a few of the clever understand, and where, unfortunately, these few are almost invariably allowed to set the pace.

Mr. Rogers appears to take the same view as these soldiers as to the great range of subjects aimed at, and I confess that I am inclined to think that the experienced old serjeant of limited knowledge, with a special training of from six to twelve months at Chelsea, is more likely to train men up to the comparatively low standard required to make a good non-commissioned officer, than the more learned young Chelsea student, who is naturally ambitious of producing something which may do credit to his high attainments.

As a rule, he will find in a regiment but few men capable of following him through those higher subjects which he prefers to teach, and for want of practice his knowledge of them is little likely to be kept up. On the other hand, he has no military training, is unused to habits of discipline, and by starting too high must often fail to attain early the confidence of the men and children, which is so essential to his success. Later on, when disappointed and disheartened, much of his early knowledge forgotten, and much prejudice lived down, he may start afresh at the same point as a man, who after teaching for five or six years as a corporal, becomes schoolmaster serjeant of a regiment.

The extreme youth of most of the schoolmasters lately sent down to Chatham is a very serious objection. Superior in dress and pay, and generally in acquirements, to the non-commissioned officers of the garrison, they are naturally looked upon by these with some feeling of envy and dislike, and often by their conduct and manner give much occasion for this prejudice. The men copy and are led by their non-commissioned officers, and, in a less degree, the children's feelings are moulded by the sentiments of their parents, so that there is created in many cases a *primâ facie* impediment to their usefulness, which it will take years to overcome, and which must not unfrequently influence the character of the man so as to diminish permanently his usefulness as a teacher.

I question much the advisability of dispensing with a certain period of military service as a qualification for charge of a school, and am certainly disposed to recommend that no man should receive such a charge until he had served three or four years in a subordinate situation, and have reached an age when his character may naturally be supposed to be formed.

It was found long ago that the garrison chapel school was inadequate to the requirements of three separate battalion schools, and by Captain Gleig's advice a single garrison school was formed, which was ably conducted by Mr. Rogers, and which, as regards the children and drummers, worked not unsatisfactorily. In compliance, however, with the instructioned contained in your letter of the 11th January 1861, this system was abolished on the 1st instant, and three depôt battalion schools were formed, separate temporary accommodation for the 3rd battalion being provided. This latter cannot be continued when the garrison shall be full, and I fear some practical difficulty may be found in working three separate establishments under the same roof. I would not from this be understood as speaking against the battalion system generally, which I highly approve, and which, during the short time it has been in operation here, appears to produce satisfactory results, and is liked by commanding officers.

I may mention, while on the subject of your letter of the 11th January 1861, that the reunion of the girls' and boys' schools, as therein directed, is much complained of by parents on moral grounds, but, of course, with the present division of masters and the limited accommodation at the station, it were impossible, even should it be approved by the Council, to establish a separate girls' school for each battalion.

In conclusion, I may allude to the two subjects of pay and promotion and of lecturing, on which Mr. Rogers writes. I think that, as a rule, his proposal of promotion by length of service is preferable to that by merit, as the latter (especially abroad) can be judged only by the reports of commanding officers, whose standard of merit can never approximate to uniformity. Long service alone, however, should not qualify for promotion, nor should want of it be an absolute bar to advancement. Many schoolmasters will never be fit for the charge of a school; a few at 30 may be qualified for inspectorships of schools.

As regards lecturing, I think that comparatively few schoolmasters are really competent, and fewer still sufficiently industrious to prepare lectures, which shall at the same time be sufficiently instructive to benefit, and sufficiently popular and amusing to attract soldiers. To lecture badly, and evidently as a duty, only tends to bring the schoolmaster into contempt among his pupils.

The present lecturing machinery is expensive and unprofitable, and I would recommend that the duty should be optional, the subjects those of his own choice, and that the very limited apparatus which a really good lecturer will need should be supplied for the occasion by the Council or by the barrack-master at the station.

To such schoolmasters as should volunteer for and successfully carry out a really good system of lectures, it should be accounted a merit, and should tend to promotion or increase of pay.

I have, &c.

The Secretary (Signed) H. Eyre,
Council of Military Education. Major-General.

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Sir, Chatham Garrison, 19 February 1861.

In reply to War Office Letter of the 4th inst., transmitted to me on the 15th, I beg to submit the following report on the working of the present army school system.

The system comprises schools for infants, children, and adults, of which the first two work satisfactorily, and there not being much difference between them and ordinary schools of a similar kind, I am of opinion that by their means the infants and children of the soldier are receiving as good an education as those of the civilian of corresponding status in society, the only detriment being the constant changes occasioned by the requirements of the service.*

The adult school, however, though by far the most important part of the system, meets with practical difficulties requiring remedy. It depends for its success almost entirely upon the interest taken in it by the commanding officer, and the facilities he affords the soldiers to avail themselves of it; under which arrangement it must, I think, be confessed that, up to the present time, only a moderate degree of progress has been made towards improving the intellectual character of the army. The recent training of volunteers has fully established the advantage of intellectual training in order to benefit by the course of rifle training now in vogue. The main point, therefore, is to get the ignorant, stupid men who form the mass of recruits in the army, under some intellectual

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* Notwithstanding this opinion of the schoolmaster, I know the soldiers much prefer the system of civilian schools, because they consider our system to aim at more than is useful to their station in life. They complain of reading, writing, and figures being neglected for geography, history, &c.

(Signed) H. E.

training, and I believe that our school system does not at present provide the proper means to secure this object. In order thereto I beg to suggest the adoption of the following measures :—

1st. A systematic plan to secure a more regular and a longer attendance of adults at school.

2nd. The establishment of a uniform system of practicable standards for each class, which should also serve as tests prior to promotion.

3rd. The abolition of all school fees. At present the only plan adopted to get up an adult school is to excuse attendance at a parade, which only fills the school-room with a large unmanageable number of schemers. Instead of this, some plan is required to ensure a reasonable number in regular attendance for a certain period, such a number (say about 50 or 60) as the schoolmaster could do justice to, and who on their part may be expected to do credit to his instructions. To this end I would suggest that some such plans be adopted for soldiers to undergo a course of literary instruction as are already in operation to enable them to undergo a course of rifle instruction,* and that they should not be required to pay for the one more than the other, as both are intended to make them more intelligent and useful in the discharge of their duties.

The subjects of study should be limited to reading, writing, arithmetic, spelling taught by dictation,† and practical grammar taught by composition. These subjects alone, when well taught, will not fail to cultivate intelligence. The standard of the soldier's intellectual training should not be how many subjects, or how much of each has he studied, but how well have they been studied. The present standards of classification are impracticable, as they embrace too many subjects, and some of too high a class for any but ordnance corps, and the result is that few other corps have any class higher than the fourth. Geography, history, and technical grammar should not be required from any but the first class of adults.‡ The great difficulty in attempting to teach these subjects is that the men cannot see the utility of them to themselves, and there is no time to teach them so as to enable the men to appreciate them for the information they convey or as means of mental culture; consequently, whenever they are attempted, they degenerate into mere reading lessons, which might have been made more useful by providing in the reading-books practical advice and professional information.

A set of four certificate cards should be issued, similar to the one supplied last year as a "first-class school certificate," which is quite satisfactory, as it indicates a standard perfectly within the reach of any diligent soldier, and might be made the standard of education required for the ranks of staff and colour-serjeants. Three other class certificates are required, which would serve as standards for promotion to serjeant, corporal, and lance-corporal respectively; the fourth indicating the lowest standard that can well be made, viz., to read and write fairly, and to work the four elementary rules of arithmetic, both simple and compound.§

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* This would not be practicable, at all events, in depôt battalions.
(Signed) H. E.

† Quite sufficient. I think that too much is now attempted with soldiers and children, and this is what the soldiers feel. I do not think they like spelling taught merely by dictation.—(Signed) H. E.

‡ I quite agree in this generally.—(Signed) H. E.

§ An educational standard cannot easily be made obligatory. It would interfere too much with commanding officers, who must sometimes make non-commissioned officers for special reasons.—(Signed) H. E.

With reference to the books, &c. supplied, as no alteration has taken place in them since I reported on them in 1859, I have now no further remarks to make, except that materials for fortification classes are never required in any but the ordnance corps, as at this station those supplied have lain useless for years. I would also suggest that there should be some authorized allowance of each article laid down in proportion to the number of pupils, as is the case in India;* or at least that there should be some guide to the number to be requested in order to avoid excess.

My experience here has led me to form the opinion that a "chapel-"school" is not a suitable building for school purposes, for as a chapel it must be large, but as, in order to avoid clashing, it is not advisable to have more than one regimental school in the same building, the school-room seldom need be large, more especially as so large a building is difficult to be made warm and comfortable, and is, therefore, not a place adapted for study; besides which, the ecclesiastical and school arrangements are not always quite compatible with each other, on which account the chaplains at this station are unanimous in the desire that the chapel and the school should be distinct buildings.

As regards the schoolmasters, I think that *there is a want of special training in adult tuition before being put in charge of an army school; that there are too many changes of masters*, in consequence of which the schools must suffer, and much expense caused to Government and to the masters themselves; that the masters work better when acting independently, as where several serve together there cannot fail to be jealousy of interference, as all are on an equality, there being no real distinction of rank between the classes; that the nominal distinctions of rank between the classes are unnecessary, and *the rank of "warrant officer" an absurdity*, as all are equally treated as if of the same rank, and from the lowest to the highest class the schoolmaster is still in all but the name a staff-serjeant, though receiving higher pay; that the difference of pay between the third and fourth classes is out of proportion, being 2*s.*, whilst 1*s.* 6*d.* is the difference in the other cases; the pay of the fourth class is so low that they frequently return to Chelsea involved in debt; that promotion or increase of pay should be determined by length of service, instead of "by merit," as at present, which is often, through envy, considered to be "by interest;" lastly, that the dress, especially for school work, need not be so strictly military, and that the shoulder knots and cap never last two years, nor the sash four, as required by regulations.

Two other matters, viz., extra subjects and lecturing require attention. Few schoolmasters seem to care much about teaching singing and drawing, viewing them as optional subjects. Those who undertake them should, I think, receive special certificates for them, carrying extra pay whilst in actual practice. All school duties involve a certain amount of daily preparation, but lecturing especially requires much sacrifice of leisure time, which certainly ought to be rewarded. Some masters lecture and some do not, as it has not yet been made part of a schoolmaster's duty to lecture, which indeed requires special qualifications not always possessed even by those who have been trained to teach.

With regard to the rest of the school staff, I desire to draw attention to the difficulties experienced, especially in depôt battalions, in obtaining soldier assistants, and keeping them regularly at school duty for any length of time. A good remedy for this was proposed by Captain Gleig, at page 89 of the published Reports, but has not yet been put into operation. Also that with the class of "pupil-teacher" in our schools

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* Better make an estimate, and all supplied be accounted for.
(Signed) H. E.

the title is a misnomer, as they are certainly not pupils, no provision being made for their instruction—an essential part of the pupil-teacher system.

In conclusion, I beg respectfully to point out the desirableness of the school department of the army again having a chief of its own, perhaps one of the members of the Council of Military Education, as Inspector-General, who would take a personal interest in the working of the system, and could make himself familiar with its details by actual inspection.

I have, &c.
(Signed) E. H. Rogers,
First-class Schoolmaster.

The Secretary,
Council of Military Education.

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## Appendix II.—No. 11.

Sir, Camp, Colchester, 5 March 1861.

With reference to your Letter of the 14th ult., and to its enclosed copy of a Letter from the War Office relative to the working of the present system of army schools, I have now the honour to transmit, in compliance with the instructions contained in the communications above referred to, a well drawn up report upon the subject in question from First-class Schoolmaster Savage, at this station, under my command; and I beg to add, that I consider the opinions expressed by him to be well worthy of consideration.

I have, &c.
(Signed) Allen H. Gordon,
Colonel Commanding the Troops.

The Secretary to the Council of Military Education,
1, Whitehall Yard, London.

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Sir, Camp, Colchester, 19 February 1861.

In obedience to the instructions contained in the Letter from the Council of Military Education, dated 14th February, and numbered 585, I have the honour to forward the following report. It appears to me that I shall more fully comply with the wishes of Lord Herbert by giving the details of the working of the educational system in the schools of this camp than by any general statement or opinion of my own. I have therefore stated the facts connected with the attendance of the men and of the children; the results which I believe arise from that attendance; and I have then added a few observations upon fees, soldier assistants, and schoolmasters.

Attendance of adults.

The attendance of the adults at this station varies in number with the time of year, being least directly after the large drafts of troops are sent to India in the summer, and increasing gradually from that period until the spring months of the following year.

The largest number of men attending the school of the 9th depôt battalion at one time during the past 12 months was 430; the largest number attending the 10th depôt battalion was 570, making a total of 1,000 men.

Of these generally one-third was present during the hours of instruction, the remainder being employed in various duties, judging distance, preparatory rifle drill, fatigues, &c.

The schools are open for adults on the afternoons of Mondays, Wednesdays, and Fridays, from two o'clock until half-past three; consequently each man received instruction for one hour and a half weekly.

Since October last I have opened the schools in the evening for the instruction of the men. In the 10th battalion the attendance has been steady and regular, averaging about 30; in the 9th battalion it has been capricious and unsatisfactory, running up sometimes to 40, and very frequently down to 4.

Children. The grown children attend every morning, except Saturday, from nine till twelve, and every afternoon, when their presence does not interfere with the instruction of the men, from two till half-past three. Deducting the time for chaplain's instruction, this places the children under my control for 15 hours weekly. Generally speaking I think each child attends but 12. The infant school is opened every day, Saturday excepted, from nine till twelve in the morning, and from two till four in the afternoon. When the hours for the chaplain's instruction is deducted, 23 hours weekly are left for secular instruction. I believe the children attend for 20. I make these allowances of three hours to cover occasional absences caused by sickness, want of shoes, and by assistance rendered by the elder children to their mothers when engaged in washing.

The men are classified according to the regulations laid down upon that subject; they belong, with a few exceptions, to the third and fourth classes. My own school (9th battalion) falls naturally into a third class, and a first and second section of the fourth class. When I entered the service some 12 years ago these two sections would have contained the majority of the men. Such is no longer the case. The third class is generally now superior in number to the fourth; and the first section of this latter is always more numerously attended than the second. Thus, of 100 men who attended this school last Monday, 54 belonged to the third class, 30 to the first section of the fourth class, and 16 to the second section.

Results, adults. In this section are placed the most illiterate of the men, and as it is always an interesting point to know how many men actually learn to read and write in these schools, I will endeavour to show how a judgment may be formed upon this subject. In order to read an ordinary book or a newspaper with anything like ease, a man must be familiar with the form and appearance of 7,000 or 8,000 words. Now, when he commences to learn reading, however skilful his teacher may be in associating signs and ideas, and however scientific and clever the plan adopted, he will not be able for some time to carry away more than 20 or 30 fresh words from every fresh lesson. I say he will not be able, for his memory and attention, unused to the work, will refuse to second his endeavours, supposing he has the disposition, which is not always the case, to learn. After a time he will acquire words more rapidly; but when that time will arrive altogether depends upon the frequency of his appearance at the school. If his attendance amount to but one hour and a half per week, and he is expected to acquire also a little writing and arithmetic, it is evident that no great progress can be made.

I was attached to the 7th Fusiliers from 1851 to 1854. During that time, according to a calculation made by some of the officers, 300 men learned to read and write in the regimental school; but the number of hours weekly allotted to the instruction of the men was six or eight, and the active support, supervision, and even assistance of several of the officers, made the work easy and the advance of the men sure.

It seems to me that in future this will not be a point of so much consequence as it is at present and has been hitherto. In October last I examined 620 men in the schools of the camp with reference to their reading; out of that number I found but *two* who were totally illiterate. The exertions of Government to spread education amongst the labouring classes, and the large sums of public money spent for that purpose, have not been without results. An army schoolmaster does not now come across men so totally free from intellectual culture as was the case a few years ago.

In the third class the men revive whatever knowledge they may have acquired when boys at school; they improve their writing, spelling, and arithmetic, gain fresh ideas upon geography and history, and advance generally in information. These men attend with greater regularity than those of the fourth class.

The lectures which are delivered in the schools during the autumn and winter quarters excite a great deal of interest. We seldom have less than 150 non-commissioned officers and men at each of them. The lectures last from an hour to an hour and a half, and are listened to with great attention. Of late I have not found it so necessary to render the lectures light and merely amusing as it was two or three seasons past. The men now listen earnestly to facts, explanations, and reasonings. They appear to expect information as well as amusement, and I feel convinced that a lecture unworthily prepared or badly delivered would cause more disappointment than the failure of experiments or a paucity of illustrations. This year the chaplains have given some assistance with the lectures.

Results, children. The children here are divided into three classes. Every half-year we lose a number of the eldest, their fathers having been discharged. These children can for the most part read, write, and spell fairly; they have a knowledge of arithmetic up to proportion and fractions; have some idea of the history of England, of general geography, and of English grammar. The girls, in addition, take with them a knowledge of sewing, shirt making, knitting, and other items of female industry. The remainder have such education as, considering their age, position in life, and the requirements of the present day, may be considered fair.

An attempt was made some time ago at this station to extend the teaching of the industrial school; and once a week a certain proportion of the grown children, boys and girls, assembled in the wash-house to practice knife-cleaning and the washing of articles of wearing apparel. The parents were altogether averse to this, considering that the children practised this work at home, that they themselves were fully capable of teaching it, and that the time was subtracted from those hours devoted to reading, writing, &c. The officers also who were desired to watch the experiment by Captain Gleig considered that if it were fully developed the results would be good, but that in its then state it produced no useful result. It was discontinued from want of materials to carry it on, such as soap and ironing blankets.

The greatest number of children attending these schools at one time during the past year was 220.

Remission of fees, adults. The remission of the fees has had an excellent effect, inasmuch as it induces men to attend school and *work* who would otherwise stay away, or if they did attend, would attempt to idle their time in a class to which they did not belong.

Soldier assistants. The remarks made by Colonel Lefroy, in his printed report of December 1859, relative to the frequent removal of soldier assistants from the schools, apply to the present day. We frequently lose them, and, I am sorry to say, quite as often from their own misconduct as from any other cause.

Schoolmasters.

During the past 10 years I have had several third and fourth class schoolmasters under my supervision. I have invariably found them zealous in the performance of their duties, willing to work at any time or for any number of hours that might be required; desirous of gaining the good opinion of their superiors, and, in short, steady and respectable. The same remarks will apply to those schoolmistresses with whom I have been acquainted.

Officers in relation to the schools.

The commanding officer of each battalion gives encouragement to those men who attend the schools by exempting them from afternoon drill three times a week. The orderly officer comes in once a day, and an officer is appointed by the commandant to occasionally visit the schools and bring before him such matters connected therewith as may require his notice.

I have thus given an outline of the system as it is worked here; and with very little change this outline will apply to every army school that has come under my observation. The only instance in which I have seen much greater results produced was in that of the regiment to which I have alluded—the 7th Fusiliers. I believe that although the system in its present form has brought out fair results, it is capable of effecting very much greater by a more active interference on the part of the commissioned officers, and by their active co-operation with the schoolmasters.

I have, &c.

The Brigade-Major,
Colchester.

(Signed) W. Savage,
Schoolmaster First Class.

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## Appendix II.—No. 12.

Sir,

Cork, 2 March 1861.

With reference to your letter of the 14th February 1861 respecting the working of the present army school system, and calling for reports from Schoolmasters Little and Belling, and requesting me to give my own opinion on the subject, I have the honour to state that I consider the system now in practice generally works well, and the number of men frequenting the different garrison libraries is a proof that as they advance in education they take the more interest in the books now placed within their reach.

I beg to recommend the letters from Colonel Borton and Colonel Egerton for consideration. With the former I entirely concur in opinion that it ought to be unnecessary to incur any expense in giving premiums, and I do not believe it would ever be found necessary to do so, inasmuch as the soldier having once made sufficient progress to find an interest in studying books in the library, that alone will be an incentive to still more exertion, and he must see his own comfort and welfare in his profession is vastly promoted by thus employing his leisure hours instead of going to the public-house.

I am convinced that when commanding officers exercise judiciously their power of compelling the attendance at school of young soldiers, and affording older men in the service the opportunity of doing so by exempting them from parades, when such indulgence can be granted without detriment to the good of the service, the commission of crime and irregularity in quarters are considerably decreased.

The system mentioned by Colonel Egerton as established in the 89th Regiment in 1851 is not new to myself. I had introduced a similar one some years ago into the 1st battalion, Grenadier Guards, and I found it very useful, and I believe it is still practised in the regiment.

Referring to the report of Mr. Little, schoolmaster at Limerick, and paragraph marked ×, I am of opinion he has gone beyond what he was required to report upon, for he appears to suggest that after a certain term of service as schoolmaster he ought to become a commissioned officer. He alludes to the subject of lecturer; and to a certain extent I agree with him. In most garrisons now people are almost always to be found ready and willing to give lectures on biography, chemistry, &c. Several competent people here offered their services, which I thankfully accepted (through Mr. Gardner the hard-working chaplain here), being convinced from previous experience that all these efforts to interest the men are productive of the best results. There is no necessity, therefore, in my opinion, that the Government should have paid lecturers, as Mr. Little appears to recommend or allude to; there will always be plenty of people ready to assist in this line.

With respect to infant and industrial schools, as far as my own experience goes, I consider the present system very good; in every one that I have visited I have observed generally great anxiety on the part of the schoolmistress and assistants to deal kindly and firmly with the children, and the girls especially must derive great advantages in being thus early trained to use their needles, &c.

Regimental schools are certainly more easily conducted, and very often are superior to garrison schools, in consequence of the reluctance of officers and their wives to interfere with the latter; but this after all is an imaginary difficulty, for their services, which at all times may be most valuable, can be easily bestowed without in any way trenching on the rules laid down by the War Office.

Although I was requested to obtain the opinion of two schoolmasters only, I beg to annex the others I have called for, as well as the covering letters from the officers commanding.

I have, &c.

(Signed) C. W. Ridley, Major-General,
Commanding Cork Division.

The Secretary to the Council of Military Education.

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Sir, Limerick, 26 February 1861.

In transmitting the enclosed report from First-class Schoolmaster Little, of the battalion under my command, upon the system of military schools as at present established, I have no particular suggestions to offer for the consideration of the major-general commanding.

Looking, as I do, upon military schools as a great boon to the soldier, whereby he is enabled, if so disposed, during his period of service to acquire an excellent education without trenching upon the military duties required of him, rather than as educational establishments to be tested by the rapidity of the progress of those attending them, I consider that they fully answer that purpose. It is true that in a battalion constituted as this is, it will generally take the uneducated recruit about 12 months to pass from the 4th into the 3rd class, but his knowledge is then sufficient to provoke a desire for further improvement, and he is soon able to appreciate the advantages of the library and reading-room, which appear to me to be the great cause of the diminution of crime and irregularities in quarters. I think, therefore, that in most cases the power vested in commanding officers of compelling attendance at school

may be advantageously exercised until the young soldier has qualified himself for the 3rd class.

Mr. Little's suggestion of premiums would, if carried out, doubtless afford increased motive for exertion, but it appears to me that self-interest and the hope of promotion ought to render such additional expense unnecessary.

I have, &c.

(Signed) A. Borton, Colonel,
Commanding 17th Depôt Battalion.

The Assist. Adjutant-General,
Cork.

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Sir, Limerick, 23 February 1861.

In making my report, as required, on the nature and working of the military system of school instruction, I beg it most distinctly to be understood that I do not venture to give an opinion of a general character, but only the result of my own experience and judgment as a local teacher, whose duties have always been confined within a limited sphere.

In discharging this duty I wish to state, in the first place, that it appears to me, so far as I am capable of judging, that every system of education must be based on some principles, and that the principles of our present system are simply to impart the greatest possible degree of education in the shortest time and under the most disadvantageous circumstances.

So far as children are concerned, the existing system operates to their benefit, but the nature of their position, the difficulties and privations under which some of their parents labour, and the actual poverty, with the unavoidable want of clothes, in many instances interfere materially with their attendance at school, and consequently with their progress in learning.

In reference to adults, many circumstances combine to prevent progress, and amongst these are the utter want of mental culture in early life, the desire to spend their leisure time in amusement, the dislike to confinement and the labour requisite to learn even the rudiments of useful knowledge.

Now the question arises, how far is the present system calculated to meet these wants or discouragements?

The first point that presents itself is that of the books employed, and here I have no fault to find, except with McLeod's series, which may be adapted for infant schools, but assuredly not for adult classes.

The second point is the number and qualifications of the teachers employed, and in both these particulars there is no deficiency, so far as the children are concerned, but where there is a large number of soldiers attending school instruction, the case is different, for it is totally impossible that one teacher can impart an adequate degree of instruction to 30 or 40 illiterate men, attending for a few hours weekly; and besides, as those teachers are mostly very young men, they lack the experience and tact which would render their instruction useful and acceptable to their pupils, many of whom are much their seniors. But where, as is constantly the case here, 60 half-educated soldiers are committed to the care of one master, it is impossible that any noticeable progress can be made, for I do not hesitate to assert that 15 such men is the greatest number that ought to be committed to the care of one teacher.

Moreover the soldier assistants are, generally, men who may possess a certain amount of knowledge, but are utterly unqualified to impart it;

and to keep these men too long in the school renders them unfit for military duties when called upon, and is besides an injustice to the men themselves in the matter of promotion.

The next point which strikes me is, that it does not appear any rules have been laid down as to the *mode* of imparting instruction, and hence the discharge of this duty varies according to the views of the teacher. It therefore appears to me desirable that there should be a fixed and invariable plan propounded for the conducting of all schools, such as should ensure order, quiet, and regularity in every department, both for children and adults.

The time devoted to instruction is the next point, and as this for children is, I believe, in most cases, only three hours per day (here they have four), I consider it necessary to state that the latter is barely sufficient, and it ought not under any circumstances to be less. But the time allotted for adults is utterly inadequate, and their attendance is so irregular from various causes, that little progress is made; and to the majority of non-commissioned officers the school is of little benefit, inasmuch as their duties interfere; it is only in the evening they can avail themselves of the teacher's assistance, and the latter, after six hours' work, is little inclined to stop an hour or two longer in the school.

I would suggest that some encouragement should be held out to induce the men to avail themselves, if possible, in their quarters, of the advantages of school instruction by preparing themselves during their leisure hours, and going over what they have learned at school.

It has been found by universal experience that emulation is a great stimulant to exertion, either of body or mind, and hence in all public and private schools rewards or premiums are employed, not merely for superior progress, but also for regular attendance, and this principle pervades even schools for religious instruction, not merely on week-days, but also on the sabbath. In this particular military schools of all kinds are very deficient. Hence the pupils do not care whether they improve or not; there is no incitement to industry and labour, scarcely any idea of comparative acquirement, and no desire to excel. I am satisfied that this plan, if properly carried out, would have a most beneficial tendency in both kinds of military schools.

As I am not called upon to speak of the periodical examinations, or the effects produced by the many changes made in the system since its establishment, I desire to add to the foregoing observations that as lectures, on various topics, likely to interest soldiers and give them a taste for study (for it is an undeniable fact that education exalts the heart as well as the mind), appear now to be adopted as a necessary adjunct to the military system of education, it is not every schoolmaster, however well qualified, who has the time, ability, or necessary amount of judgment and command of language to prepare and deliver such lectures as will interest and instruct an audience composed of men for the most part very ignorant, and to whose limited capacity the lecturer must endeavour to suit his expressions and elucidations. It might be well, therefore, to consider whether a few lectures delivered each season by well qualified men, who make it their profession, would not be more beneficial than many given by schoolmasters, who, after the laborious duties of the day, have little inclination or perhaps physical or mental capability to read, digest, and arrange addresses which require much thought and lengthened consideration in order to render them pleasing and profitable to the hearers.

In conclusion I would most respectfully submit, as no system, however wisely and judiciously planned, can be efficiently carried into effect unless the agents employed are proportionably respectable, that in

cases where schoolmasters have, for a term of years, discharged their duties in a hearty and faithful manner, and merited the present warrant of first class, something of a more permanent rank should be conferred upon them, raising them from the anomalous position which they now occupy; for it appears unreasonable that well educated men, such as they are, and with the responsibilities of a moral character resulting from the very nature of their duties, should not be rated higher than the grade of non-commissioned officers.

*Infant and Industrial Schools.*

I take it that the object in view in establishing these schools was threefold, viz., in the first place to prepare the uninformed and tender mind of the child for the work of a higher school.

Secondly, by relieving the schoolmaster of this class of children to enable him to devote more time to the grown children.

Thirdly, to afford an opportunity to the elder girls to become acquainted with those industrial pursuits and acquire those habits of propriety which will so much avail them in after years.

A regiment, generally speaking, forms a very bad home for children, especially females. Families are often crowded together to a degree incompatible with decency, and from long and constant association with the men, many of the mothers lose that delicacy of sentiment and refinement of speech so becoming in females, and sometimes indeed contract the more masculine habits of drinking and swearing. For these evil examples the school should operate as a corrective.

The schoolmistress herself has to contend with many difficulties peculiar to her situation, more particularly if she is unmarried, which I need not enumerate.

It therefore becomes her to maintain a deportment and character which shall present as few assailable points as possible.

Now, it is not every woman, though she may have had a short training, that is qualified by temper, discretion, morality, and kindliness of disposition to carry out the intended object as regards infant and industrial schools. Hence this is a matter well worthy of consideration by the proper authorities.

The rewards given, in the shape of clothing, to the children who attend the industrial school ensure not only a regular attendance, but also a desire to observe a propriety of conduct and a degree of attention to the instruction imparted to them, as well as respect to their teachers.

Finally, the principles upon which these schools are founded are good, and if all impediments to their due operation were removed, a material benefit to the female portion of the soldiers' families would be secured.

I have, &c.

Forwarded. (Signed) JOHN LITTLE,
(Signed) A. Borton, First-class Schoolmaster.
Col. Commanding 17th Depôt Battalion,
Limerick, 26 February 1861.

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Garrison Office, Fermoy,
SIR, 23 February 1861.

IN compliance with the instructions contained in your communication of the 18th February 1861 and enclosure, I have the honour to forward herewith a report from Schoolmaster Belling of the garrison under my command, on the working and general management of the garrison and regimental schools under the new system, and, as requested, I beg also to add, for the information of the major-general commanding the division, my own impressions on the subject.

The system generally has worked very satisfactorily, and the quality of the instruction given is excellent. I think battalion or regimental schools work better than garrison schools. A better supervision can be had, and the schoolmasters identify themselves more with their work and know their pupils.

This is especially observable with respect to the children's and infants' schools. Many officers also, and officers' wives, would take an interest in a regimental school who do not like to interfere in a garrison school.

It is to be regretted that so few non-commissioned officers and men prosecute their studies into the higher classes. To remedy this some description of pressure or stimulus is desirable.

I am of opinion that none would have so good an effect as extending the examination system to each grade of rank. I annex a scale which was established in the 89th Regiment in 1851. It was intended as a commencement adapted to the then state of education in the army and to have been gradually made more stringent. It has, however, been rigidly adhered to in that regiment since, and with the best effect.

I am, &c.
(Signed) C. R. Egerton, Colonel,
18th Depôt Battalion,
The Assistant Adjutant-General, Cork, Commanding the Troops.
&c. &c. &c.

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Linen Hall Barracks, Dublin, 5 March 1851.

1. Privates, candidates for lance corporals:—Good reading and spelling, fair writing from dictation, and the first four rules in simple arithmetic.

2. Lance corporals, candidates for corporals:—The same as for lance corporals, but in a very much improved degree, good writing from dictation, and compound addition, subtraction, multiplication, and division.

3. Corporals for lance serjeants:—To write well and correctly, both as regards spelling, grammar, and punctuation, and a good knowledge of arithmetic up to proportion.

4. Lance serjeants for serjeants:—In addition to the above, a thorough knowledge of fractions, and to be able to keep correctly a company's accounts, and in all respects to be able to fulfil the duties of a pay serjeant to a company on detachment.

Nos. 3 and 4 in addition will be examined by the adjutant as to their knowledge of their duties in the field and quarters, in which they are expected to be proficient.

5. Seniority on the list or simple absence from the defaulters' book, if unaccompanied by the required qualification, will not be considered as any claim to promotion.

True copy.
(Signed) C. R. Egerton, Colonel,
18th Depôt Battation.

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Sir, Fermoy, 22 February 1861.

Agreeably to the instructions of the major-general commanding the district, I have the honour to submit, for the information of Lord Herbert, the following remarks relative to the working of the army school system, having reference in particular to the changes that have taken place from time to time.

2. The supply of copy-books free of charge, and the subsequent remissions of school fees to the lower classes, have had a most beneficial effect

in inducing the adults to attend school. This is fully confirmed by the unwillingness of the men, who are not exempted from parade or any other duty for the purpose of attending school, to pass from a non-paying to a paying class, and by their invariably withdrawing their names from the school books when they can no longer attend without payment.

3. The provisional classification of books and subjects for adults appears to work well so far as the lower classes are concerned, as it produces greater uniformity than hitherto, a matter of importance where a master has more than one school to superintend. The subjects for the higher classes are out of the reach of the scholars in depôt battalions, who have the opportunity of attending school but for a few months at most, before being sent to join the service companies of their respective regiments.

4. The introduction of the Third and Fifth Reading Books was a great advantage, as they supplied a want long felt; but the substitution of Lund's Algebra for Reynolds' and Cornwell's Arithmetic for McLeod's I consider no improvement; whilst the issue of copy slips, instead of the copperplate head lines, now so universally used, was a decided disadvantage. So little progress did the men make in their writing with the books now supplied (the time of the teachers, where the classes are large, being chiefly occupied in changing the slips), that I found it necessary to withdraw the copy-books entirely from the lower sections, and substitute transcription and dictation on slates with most beneficial results.

5. The allowance of 3*d.* a day to each soldier employed as assistant in the school works very well, as they perform their duties with more zeal than they usually did when they received no extra payment for the same. When the number of adults attending school is very large (such as in this garrison at the present moment, where there are above 700 on the books, and the actual number present on one occasion last month was 420), several soldier assistants are essentially necessary; and great inconvenience is felt by their frequent change consequent on their promotion or appointment to some more lucrative situation. A non-commissioned officer of higher rank than lance corporal can seldom be spared from his company for employment in school, so that the first step of promotion usually takes him away just when he is getting of some use, to be replaced by a fresh one who has no knowledge of teaching, and is consequently of but little service for some time.

A graduated scale of allowance above the 3*d.* a day to those assistants who have been employed in the school for any length of time and have made themselves useful, would have a great effect in inducing many to remain longer as assistants in preference to being promoted and returning to their duty.

6. The classification of books and subjects for children's schools answers remarkably well.

7. The effect of Circular 273, dated 23 June 1858, was to cause all the Roman Catholic children at this station to absent themselves from the Bible lesson every morning, although they unwillingly attended the same previous to that time.

8. The pecuniary grant for the purchase of materials for the industrial school to be made up by the children and subsequently distributed among them, is a great boon both to children and parents, as it supplies the former with materials for learning to sew and knit, of which they were formerly deficient, and it saves the latter the cost of many useful garments which they would otherwise have to purchase for their children.

9. The payment of the small amount demanded from parents for the attendance of their children at school, which was formerly free, is felt as a hardship by those who have large families; and in such cases where a child happens to be sick during a portion of the month, it is kept from school until the commencement of the next month in order to save the penny which would otherwise be charged.

10. In conclusion, I beg to remark, that the training of school-mistresses chosen from the wives or widows of non-commissioned officers for their intelligence and skill in industrial work, and the appointment of pupil-teachers, tend to improve the working of the present school system.

I have, &c.
(Signed) Jno. Belling, T.C.D.
First-class Schoolmaster, Depôt Battalion.

The Officer Commanding the Troops,
Fermoy.

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Head-quarters, Cahir Barracks,
20 February 1861.

Sir,

As requested in your letter of 19th instant, with enclosure from the War Office, I have the honour to forward the accompanying letter from Schoolmaster Minnion, of the regiment under my command, for the consideration of the major-general commanding the district.

In reference to the latter part of your letter, I would state, from my own observation, that the time of the cavalry soldier is so occupied during the day, between attending stables and cleaning his arms and appointments, as to leave him a very limited period, and that of an evening only, in which to avail himself of the services of the schoolmaster.

I am, &c.
(Signed) E. Walker, Captain,
Commanding 15th, "The King's," Hussars.

The Assistant Adjutant-General, Cork,
&c. &c. &c.

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Cahir Barracks, 20 February 1861.

Sir,

In reply to War Office Letter, dated 4 February 1861, relative to the working of the present system of education in use in army schools, I beg to state that the following are the principal defects which I have noticed during my short period of service (five years):—

1st. A want of proper assistance. The men attending school must be divided into three classes at least, and these the schoolmaster cannot attend to *properly* by himself. I think one assistant should be appointed when the average attendance amounts to 20, and two or more when there is a large attendance. The present regulation of one assistant being appointed when the numbers (including children above eight years of age) amount to 60, and one for every additional 40, has never been strictly carried out with me. I felt the want of a good assistant very much during the last three years in my children's school, where the daily attendance was sometimes above 70. Once when I did obtain an intelligent man to assist me, he was sent to his duty as corporal just when I had trained him to be of some use to me.

2nd. The men should be encouraged to attend school in order to hasten their promotion. I do not think it a good plan to compel men to attend, for they are generally sulky and unwilling to learn.

3rd. School fees should be entirely abolished. The soldier generally looks upon the school as one of the privileges he is entitled to on entering the service.

4th. The copy-books now in use are very defective. A great part of the schoolmaster's time is taken up setting head lines or procuring the proper copy slips, when he should be carefully watching the writers and correcting mistakes. This defect in the copy-books might be remedied by having head lines on each page, as in McLeod's series, formerly used in army schools.

I am, &c.
(Signed) W. MINNION,
Schoolmaster, 15th Hussars.

The Officer Commanding 15th Hussars.

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SIR, Cork Barracks, 28 February 1861.

HAVING placed in the hands of the schoolmaster t. Letter of the 4th July, agreeable to the instructions contained ... letter of the 19th instant, I beg to forward his report on it.

In my opinion, any compulsory attendance will not meet the object in view, nor have I ever attempted it; but every facility to the well inclined soldier to benefit himself by education, and thus to a great degree ensure his future promotion, I have given; having, at the same time, always in view his instruction in the ranks. In these battalions of young soldiers it is difficult to spare them from their parades of instruction, though by so doing I am aware I should increase the number attending school, though the object would be more to avoid parade than gain instruction.

It is not desirable to attempt this with such young soldiers.

I have, &c.
(Signed) EDWARD MULLER, Colonel,
Commanding 20th Depôt, Cork.

The Assistant Adjutant-General, Cork.

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SIR, Garrison School, Cork, 26 February 1861.

IN obedience to your commands, I beg respectfully to offer the following remarks, having reference to War Office Letter, 4th February 1861.

On a careful perusal of that Letter, it appears that the remarks to be required from schoolmasters should have reference only to the working of the present system. The following observations, therefore, simply refer to some of the practical difficulties under which education is sought to be administered to soldiers and their children.

With regard to the means at hand for securing the very important boon of a fair amount of education to all who are desirous of availing themselves thereof, it seems that but little remains to be done. Masters are appointed after undergoing a long course of training to fit them for their peculiar duties, and the requisite school books and apparatus are gratuitously furnished in any amount which may be considered requisite, and the charges for instruction, when there are any, are so low as to be merely nominal. So far then as concerns the instruments by which education is to be imparted, it would appear that the soldier may be very favourably contrasted with any other class of individuals.

Opposed to these advantages is the want of systematic arrangement with regard to the attendance of men at school. Speaking generally, there is no authority attached to such an attendance, and there is no distinct understanding that the uneducated soldier must be mentally

improved before he is quite competent to discharge to the utmost the duties which he may be called upon to perform.

Through the efforts of commanding and under the supervision of other officers, excellent systems of attendance have been established in different corps. By the remission of certain unimportant parades, for which school duties are substituted, and by the direct encouragement of officers, the desired end is often attained; but when this support is not at hand, the present system is generally faulty in the extreme.

I may here beg to remark that different views of matters connected with school business will be entertained, according as to whether it is considered that a certain amount of learning is *desirable only*, or whether it is to be considered as forming an *essential qualification* for every soldier. It will be understood that I have adopted the latter hypothesis.

From what has been said it will be inferred that the attendance of adults at army schools is, in general, so irregular and desultory as in a great measure to render nugatory the efforts made for their improvement.

The compulsory attendance of men at school is seldom productive of much good, and, therefore, it is judiciously ordered that no man should be compelled to attend. On the other hand, the voluntary attendance of the soldier is generally so irregular, that to make any progress would, under such circumstances, be a work of great difficulty, and one only to be accomplished by men of great perseverance.

It is on consideration of these circumstances that I should recommend the universal adoption of a plan, which in some corps is followed out with excellent results, viz., the remission, when practicable, of a certain portion of military exercise, on the express understanding that the men so excused should attend school, their attendance being as strictly exacted as it would have been for parade.

Without the adoption of this or some other plan which would ensure the more regular attendance of men, I cannot conceive that any great improvement could be made, whatever else might be done.

With respect to the non-commissioned officers, who by accepting that position have increased their responsibilities, and who naturally look forward to promotion in the several grades, I think it would not be unfair to enforce their attendance until it could be shown that they were, in a scholastic point of view, fully competent to perform the duties of their several ranks, or those of the next superior grade. The plan of examination, as carried out in the battalion under your command, where the results of the examination are placed before the commanding officer, who decides as to the capabilities of the candidate for promotion, is, I think, worthy of general adoption.

With reference to the instruction of the children, there is one great difficulty to be overcome. I allude to the shortness of the time that the *grown children* are under instruction per diem. The school regulations require the attendance of grown children from 9 to 12, and for one hour in the afternoon *when* practicable; thus making the maximum attendance for boys four hours a day; but as the girls attend the industrial school from two to four, their attendance on the schoolmaster is limited to three hours a day. Out of this there are two hours a week taken for religious instruction by the chaplains, in addition to half an hour a day devoted to that subject by the schoolmaster. This leaves, in the case of the boys, a weekly maximum of 15½ hours, and for the girls, a period of 10½ hours, in which are to be taught the several secular branches, as reading, writing, arithmetic, history, geography, &c., and for the proper teaching of which the time is, I think, inadequate.

Considering that the children have the benefit of the careful teaching of their respective chaplains for two hours a week, besides the instruction

which is imparted at the Sunday school, I think that their religious training might be left altogether in the hands of their respective chaplains, an arrangement which would leave an additional half hour a day for instruction in the secular subjects which are expected to be taught.

The foregoing appear to be the principal points requiring notice, and I beg to submit them for your favourable consideration; and for the unavoidable delay which has occurred in placing these remarks before you I have respectfully to solicit your indulgence.

I am, &c.

(Signed) W. M. Mackinder,
Garrison Schoolmaster

The Officer Commanding
20th Depôt Battalion, Cork.

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Sir, Buttevant, 22 February 1861.

In reply to your letter, dated Cork, 19 February 1861, with enclosure, I have the honour to forward the schoolmaster's remarks. ..... also to state that the schools of depôt battalions are not so easily managed as those of regiments. The greater number of men attending are still learning their drill, and consequently cannot devote that attention which they otherwise might. Every year the schoolmaster has to begin with a fresh set of men, the scholars of the former year having been drafted to their several regiments, and leaving the schoolmaster nothing to show for his work.

The masters of depôt battalion schools have certainly a much more arduous task to perform than those of regiments; but I have much pleasure in stating that the schoolmasters of this battalion have shown great zeal and attention to their duties, and that many men are working hard under them to fit themselves for promotion in their several depôts.

I consider the present system is attended with much greater advantages to the soldier under the existing system, than that formerly carried out.

I have, &c.

(Signed) Wm. A. Armstrong, Major,
Commanding 15th Depôt Battalion.

The Assistant Adjutant-General, Cork,
&c. &c. &c.

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Sir, Buttevant, 21 February 1861.

With reference to War Office Letter, dated 4 February 1861, I beg most respectfully to state:—

1st. With respect to the children's schools, that I have found during my experience as army schoolmaster everything desirable for the effectual carrying out of that portion of my duties.

2nd. With respect to the adult schools, I have found that there is not time during one hour to teach men to read and write, especially when the fourth or lowest division contains so many, as is the case in the school under my charge. Generally there are about 60 men present at one time in that division alone. All the teachers but two are engaged with the other divisions. These two are placed over the fourth division, which is subdivided, each teacher taking a subdivision. Allowing 30 men to be in each of these, the whole could scarcely read more than once each during the half hour allotted for reading, and consequently would progress but very slowly.

At times simultaneous lessons are given from large reading cards; but as some can read words of one, some of two, and some of three syllables, a number must be kept back while the others are getting up to them. Again, fresh men are continually joining, and these in many cases have to commence with the alphabet. This method, however, if a

fair class can be formed, I have found to be superior to the reading from books for beginners.

These difficulties might, to a very great extent, be overcome if an arrangement could be made whereby the two lower divisions should attend at one time, and the two upper divisions at another. The master would then have an opportunity to devote the whole of his attention to those by whom he is most required. More subdivisions could be made, as the whole force of assistants would be with only one half the school at one time.

I have found less difficulty in teaching men to write than to read, since they generally prefer doing the former to anything else, and consequently their progress in it is more rapid than in the latter.

The copy slips, however, at present issued I find to be of very little use; indeed, I invariably set the copies myself for the lower divisions, and the men progress more rapidly when I do so than when a copy slip is set before them, which, after once copying, they lose sight of. The men themselves are well aware of this, and with the slip before them, will ask me to write the first line. This, together with setting copies out of school to be ready for the men, takes up much of my time, and could only be obviated by having, as formerly, the copies printed at the head of each page.

In the upper divisions I find spelling to be the most difficult thing to teach. Both the non-commissioned officers and privates of these divisions have dictation every day in copy-books, and there is certainly a general steady, though very slow, progress, and with those whose attendance is very regular, a more marked improvement. This portion of my duties occupies, however, much of my own time, after having devoted seven hours to the regular school, since every mistake is underlined and the word written correctly and plainly over it.

A book containing military terms of all descriptions is much needed, from which the dictation lessons may be read. Old order books may be used for a time, but in these there is a general sameness, week after week, and many other things have to be written by the soldier besides orders.

I have found that men generally have a liking for arithmetic, but the great difficulty with those who are commencing it is with their "*tables*," which having to learn, they often weary of the subject. These once mastered, however, the interest returns, and consequently, improvement.

The arithmetics supplied to military schools I have found to be very faulty, the questions not being well arranged, and very many of the answers incorrect. No work on arithmetic is, in my opinion, so useful in the hands of an adult, as that by Colenso.

With respect to the soldier assistants, often just as one has been thoroughly trained to be useful, he is taken from the school on his promotion, and another has to be trained. This is very hurtful to the school, as in many cases one well used to the work is worth two who require to be continually watched and assisted.

In conclusion, I beg also to state that during my experience I have never seen the schools so well attended, and the men so attentive, as in those regiments or battalions where the men on joining as recruits are led to understand that their future prospect of promotion depends materially upon their ability. Knowing this in time, they commence early, and if a graduated scale be laid down for the different grades, have time to prepare for each step.

I am, &c.
(Signed) G. T. Rice,
Second-class Schoolmaster,
15th Depôt Battalion.

The Officer Commanding
15th Depôt Battalion.

Sir, Cork, 2 March 1861.

In transmitting the reply of the schoolmaster on the subject matter of War Office Letter, under date 4 February, I have the honour to add that the working of the new system affords the non-commissioned officers and men a fair opportunity of obtaining sound and useful education. I do not concur in the advisability of a second schoolmaster, the regimental assistants being adequate to superintend children.

In my own regiment the new system has scarcely had a fair trial; as from the constant sickness and subsequent death of the first schoolmaster appointed, and the transfer of the second on account of ill-health, as likewise our being detached amongst the Channel Islands, the education of the men and children has mainly depended on such non-commissioned officers as I was enabled to select.

I have, &c.
(Signed) J. A. Cole, Lieut.-Col.,
Commanding 1st Battalion, 15th Regiment.

The Assistant Adjutant-General, Cork,
&c. &c. &c.

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School, 1st Battalion, 15th Regiment, Cork,
Sir, 27 February 1861.

In compliance with your commands relative to the working of the present system of army schools, I beg respectfully to submit the following remarks on that subject to your consideration.

In the regiment under your command the system adopted with respect to the attendance of adults at school (striking off certain parades on condition that the men attend during the period allotted to that particular parade) is, I think, the best that can be adopted in any regiment in the service. I am of opinion that though some men may attend for the sake of escaping parade, yet when they find that a certain time must be spent in school, they will, by degrees, take a slight interest in the work, and at last become as much interested as those who have voluntarily attended. Several instances of this nature have occurred to my knowledge.

With respect to the children's school, it seems to me that the short time allowed, or that can in fact be given, for their instruction is totally inadequate; children require at least five hours per day, as the various subjects supposed to be taught would claim a longer period than can at present be assigned for their perfect study.

I would, therefore, most respectfully submit for consideration the necessity for increasing the period of school attendance for the children, and in order to carry this out, the presence of one schoolmaster would not be sufficient, but if two were appointed to each regiment, the attention of one could be wholly directed to the children during the increased time mentioned.

I am, &c.
(Signed) I. J. Williams, Schoolmaster,
1st Battalion, 15th Regiment.

The Officer Commanding
1st Battalion, 15th Regiment, Cork.

## Appendix II.—No. 13.

Sir, Division Office, Dublin, 5 March 1861.

I have the honour to forward the enclosed reports from three schoolmasters in the Dublin division, with reference to your letter of the 11th ultimo, and to state that in my opinion the present school system works satisfactorily.

I do not concur in the recommendation of Mr. Barnes and Mr. Newsome that a permanent non-commissioned officer as assistant should be authorized.

I have, &c.

The Secretary of the Council of Military Education. (Signed) A. A. Dalzell, Major-General.

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Remarks on the System of Army Education, as at present existing; and submitted to the Commanding Officer, with reference to the Memorandum received from Dublin on the 17th instant, and arranged under the following heads.

1. Advantages of the education now given, combined with the classification laid down in 1857, as compared with the system carried on prior to 1849.
2. Assistance allowed to the schoolmaster.
3. Books and apparatus, &c. used in the schools.
4. Nature and results of attendance at the schools, with suggestions as to its improvements.

| *Present Conditions or Arrangements.* | *Suggested Improvements where they appear needed.* |
|---|---|
| 1. By the system of simultaneous teaching under trained masters, introduced in 1849, the children gain a more general knowledge of, and at the same time clearer ideas on those subjects which are best suited to fit them for their future life (whether they return to civil society or remain in the army), than under the former plan of simply learning by rote, and repeating, one by one, to the master, the lessons thus committed to memory. This remark is the result of actual experience, formed by a comparison of the information possessed by children on first joining the school of the regiment to which I was attached, in 1850, and their acquirements when they left in 1852, 1853 and 1855. | Apparently, none are required. |

*Suggested Improvements.*

In like manner the non-commissioned officers and men who attend school regularly for a length of time, say eight or twelve months, have greater facilities under this system for acquiring such information as they need to prepare themselves for that advance in rank and emolument to which most soldiers look forward, and which was not possible when the instruction was individual and necessarily limited in the amount given to each man, especially if the numbers were high; more particularly is this the case, when the plan of classification is taken into consideration, by which a man, on joining the schools, is placed in that section or class of men which seems to be equal in ability and scholarship to himself, and is drafted into a higher one as soon as he appears sufficiently advanced to merit the promotion; this method has been found to work well in not a few instances that have come under my own observation.

2. With regard to the aid received from the "trained assistant," it may be stated that, in the greater number of instances, the fourth-class schoolmasters look on the daily routine of school duties as the *sole* object of their appointment to a garrison, battalion, or regiment, and their leisure time is seldom employed with reference to their future career in the army.

I may suggest the propriety of substituting third-class masters for those of the fourth class, the former having had a fair amount of training, being, in all instances, much older men, and having a definite object in view, viz., to secure advancement in their position; they would consequently be more likely to prove tractable in manner and attentive to their duties, and thus better secure the attention and respect of the men they are placed in charge of.

Referring to that derived from the "soldier assistant," the small daily stipend allowed equally to all (no regard being paid to seniority of service as assistant); the liability to be removed from the school, and taken to their duty, on promotion, just at the time when such an insight has been gained in the method of teaching as to render them useful to the schoolmaster; each and all of these appear to be evils requiring prompt remedy.

If, as suggested by Colonel Lefroy, when drawing up his "Report on Army School," the *senior* assistant (and also the best qualified) were allowed 6*d.* per diem instead of 3*d.*, his promotion to go on as if at his ordinary duty, and lastly, non-liability to removal, unless for misconduct; if some such plan were followed out, a few of the disadvantages under which the system labours would, I think, be obviated.

3. Generally speaking, the description of books and apparatus

Attention may be more especially called to—

at present in use appears to be judicious and useful, but, in several instances, considerable alteration is needed.

(*a*) The copy-books and slips, which are both cumbersome and faulty when compared with "McLeod's series" used with much success from 1852–59.

(*b*) Cornwell's Arithmetic, an inaccurate, puzzling, and incomplete substitute for either McLeod's or Colenso's Treatises.

Several of the books at present in use might be withdrawn with advantage, as they are seldom or never used in army schools, such as—

First Reading Books, Morrell's Analysis and Book-keeping.

Some apparent deficiencies might be supplied,—

(*a*) A portable terrestrial globe for instruction in geography.

(*b*) An intermediate reading book between Second School Book and English History I.

(*c*) Sets of drawing models for advanced classes of men and children.

4. This forms one of the most important items in the success or failure of the system, and appears, at the same time, the most difficult to arrange so as to secure success.

As at present existing, it is for the most part voluntary, and in consequence, both desultory and unproductive of any permanent good to the pupil or credit to the schoolmaster. For instance, a man who is a middling scholar joins the school, and is put into the second or third section of the fourth class; he attends regularly for the first month; the next one sees him at school once, twice, or three times; before the end of the third month his attendance ceases; after the lapse of one, two, occasionally three months, he returns to be put back into the same section in which six months previous he was placed, instead of having advanced, if of ordinary ability, into the first section of the fourth class, or even the third class itself. In this manner it may be explained why the assistant inspector of schools, when making his half-yearly visit, finds the men of a given section just as far advanced as on a former inspection,

It is evident, at a glance, that in order to secure the education of both non-commissioned officers and men, the attendance must be continuous, and, as far as duty allows, unbroken; any plan, therefore, that is adopted by which these conditions are obtained, will be a great boon to the public and soldier; to the former, in securing a due amount of progress in return for the expense incurred; and the latter, in preparing him to fill his post with more credit to himself and benefit to his employers.

It may, therefore, be suggested under this head,—

1. To exempt such men as attend school from such afternoon parades as would not materially interfere with their efficiency as soldiers.

2. To arrange an uniform scale of classification, by which a certain amount of elementary knowledge would be gained; this knowledge to be graduated so as to suit the various ranks of the service, and this, under ordinary circumstances, within a reasonable time.

3. The education to be in *every* instance gratuitous.

4. Voluntary evening classes for

expresses his surprise, and does not understand the reason, unless it be explained to him.

instruction in singing, drawing, and field fortification, to form part of the usual system; and, in the latter case, the men or non-commissioned officers attending to be encouraged, in every possible way, by officers commanding garrisons, battalions, or regiments, such arrangements and encouragements having, in numerous instances, been most beneficial.

R. McLean,
Athlone, 20th February 1861. Second-class Schoolmaster.

Confirmed and approved.
(Signed) J. Mason, Major,
Commanding the Troops, Athlone.

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Sir, Curragh Camp, 22 February 1861.

In reply to the letter dated and numbered as per margin, and with reference to the War Office Letter, dated 4 February 1861, I beg respectfully to state that in my opinion the present army school system works well, and the results are most satisfactory.

In both the infantry regiments at present stationed at the Curragh there are very large attendances of men, entirely voluntary; in the 2nd battalion, 16th Regiment, 310, and in the 2nd battalion, 20th Regiment, 473. Those men are all making steady progress in the different branches of education.

The first class in the 2nd battalion, 16th Regiment, consisting of 73 men, are working at reading, dictation, geography, and fractions, and six at algebra; that in the 2nd battalion, 20th Regiment, consisting of 92 men, are working at reading, dictation, geography of the British Empire, and fractions and proportion.

During the past 12 months 132 men in the 2nd battalion, 16th Regiment, and 120 men in the 2nd battalion, 20th Regiment, who previously knew nothing, have learned to read and write.

During the present winter I have delivered 31 lectures on "Electricity," "Galvanism," "Magnetism," &c. illustrated by experiments; and on "Wellington's Campaigns," "Arctic Regions," "India and the Hindoos," &c. illustrated by the magic lantern and diagrams. These lectures are highly popular with the men, as the large attendances will prove, the school-rooms on those occasions being almost always crowded to excess. During the winter of 1859–60, 50 lectures on similar subjects, illustrated by apparatus, were delivered at the Curragh, and the average attendance was 233.

I have also instructed weekly a voluntary class of 63 non-commissioned officers in field fortification during the present winter; the attendance has been good, and the improvement made most satisfactory.

There are 345 men subscribing to and attending the garrison reading-rooms; and 291 the garrison libraries.

The children receive a plain English education. The 1st class in the garrison school at this station have a good knowledge of sacred and English history, grammar, geography, arithmetic (every rule), algebra to quadratic equations, and are working at 1st book of Euclid, composition, &c.

The schoolmistresses having been trained, are now generally efficient, so that the children are fit at an early age to receive instruction from the

schoolmasters; and this is very requisite, as they seldom remain at school past 12 or 13 years of age.

Many of the children educated in army schools become monitors and schoolmasters.

In most regiments soldiers employed as school assistants are not promoted in their turn, in consequence of which many good teachers leave the school. I would therefore respectfully make the following suggestions for the improvement of the system:—

1st. That soldiers should not lose their turn of promotion because they are employed as school assistants.

2nd. That where 200 men attend school, one of the assistants should be a serjeant (supernumerary of his rank), who should receive 6*d.* a day additional pay after he had held the situation for three years; and that no one only should be eligible for this appointment who had been school assistants for six months, who showed an aptitude for teaching, and who could pass a stated examination.

The schoolmaster would thus always have a good teacher who could relieve him in the charge of the first class, and so enable him to give more attention to the lowest classes. At present, in almost all large schools the master's time is monopolized by the first class, whilst the men requiring most care and attention are too frequently left to soldiers inexperienced in teaching.

I would also respectfully suggest that "McLeod's copy-books" be substituted for those at present in use, as they are preferable in every way; and from my own experience I am convinced that a man using them can be taught to write in much less time than with the others.

I am, &c.

Colonel Mayow, Commanding Troops, Curragh. (Signed) J. Newsom, Garrison Schoolmaster.

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Garrison School, Royal Barracks, Dublin, 20 February 1861.

Sir,

With reference to instructions contained in the Letter from the Council of Military Education, dated 16 February, and No. 816, I beg leave to make the following remarks on the working of the present system of education in the army.

1st. I think the adult schools would be much better conducted than they are and greater progress made were the soldier assistants allowed to remain as teachers for a longer time than they are at present. Generally speaking it is now the custom that soldier assistants should be private soldiers, and as soon as they are eligible for promotion they are removed from the school. Were the soldier assistants to be allowed to remain as teachers until they had arrived at the rank of lance serjeant, the schoolmaster might be held responsible that they were good practical teachers. I have been led to form this opinion by comparing the adult schools of the Guards with those of other regiments. In the Guards the assistants remain a long time as teachers, and are frequently allowed to remain when promoted to corporal; and in each of the five battalions that have been in Dublin, I have found the soldier assistants good teachers and the adult schools in an excellent state.

2nd. When the present schools were established the copy-books used were a graduated series with printed headlines; these books were very useful, as they were ruled in such a manner as to be a material assistance to a person learning to write. The books substituted for them are in my opinion very inferior, having no headlines, and not being ruled in a manner to assist the learner.

3rd. Generally I consider the system works well in the adult schools, though on looking for the results I have often felt disappointed. The great numbers of recruits that yearly join the army and the number that leave the service materially affect the apparent results of the schools, but during the many years I have been in the army as a soldier and a teacher, I have observed marked changes in the habits of soldiers generally; for instance, during the present winter there have been delivered by myself and other schoolmasters 45 lectures in the different barracks, and each lecture has been attended on an average by 150 persons, chiefly soldiers. They now use the libraries and reading-rooms in great numbers, and generally the men look upon going to school as a matter of course.

I may state that in the 1st battalion, Grenadier Guards, there are but 19 men who cannot write their names, and they are, I believe, all old soldiers.

4th. With reference to the children's school, I could suggest no improvement except the copy-books above referred to. I believe that it will be found that the soldiers' children get a good English education, where the attendance is regular.

During the past seven years not fewer than 12 boys from the garrison school of this station have passed the examination for admission as monitors at Chelsea.

I remain, &c.
(Signed) J. Barnes,
Garrison Schoolmaster.

The Assistant Adjutant-General,
Dublin Division.

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## Appendix II.—No. 14.

Sir, Malta, 5 March 1861.

In compliance with your instructions, I beg to submit the result of my experience of the working of the present system of army education since its introduction in 1849.

My statement will, I think, be most intelligible, if arranged under separate heads, as follows:—

### 1. *Disposition of soldiers to profit by the opportunity of receiving instruction.*

An average regiment may be said to consist of—

20 per cent. of men really desirous of instruction.
50 per cent. willing to attend school if excused drill.
30 per cent. indifferent on the subject, or unwilling to learn.

Of these latter, perhaps, one-third would, on being compelled to attend school, repay the trouble and expense of teaching them.

Of married soldiers, not more than 50 per cent. show that they really appreciate the benefit offered to their children in the regimental schools.

### 2. *Attendance.*

There is at present nothing approaching to uniformity in regimental arrangements respecting school attendance. It is common to find the adults attending at the same hours as the children, to the manifest detriment of both classes. Under such arrangement the teacher's attention is divided, and the children especially suffer.

I have had occasion to observe, whenever such has been the custom, that there was a laxity in the general discipline of the school, and a decided inferiority in the intelligence of the children.

Under the original school regulations, the hours from 9 to 12 daily were strictly appropriated to their instruction, and, as my observations lead me to believe, with far better results than are now obtained with, nominally, longer hours of attendance.

The industrial school offers to the grown boys, as well as to the girls, valuable instruction during the afternoon, and I have seen the former profit much by attendance thereat. When the master's classes are disorganized by the absence of the female pupils, the instruction he can give is only desultory, and that often to only a nominal extent, as his adult school will then be in operation.

*Adult Attendance.*

(*a.*) Voluntary.

A purely voluntary attendance supplies to the school a comparatively small number of pupils. These, in many cases, will only attend if allowed to take up the subjects they themselves may choose. Under such circumstances all system is apt to be overthrown by the master yielding to the desire of making a good show on his monthly school report.

(*b.*) With exemption from a parade.

An attendance on this system has, in my experience, produced the best results, especially when measures have been taken to exclude a proportion of the men who in such cases are apt to attend without any real wish for improvement. Regularity is ensured by the men being marched to the school, and they submit to classification and guidance in their studies without seeking to withdraw their names from the school books, on account of the inducement to attendance offered in the exemption from parade.

(*c.*) Compulsory.

Indiscriminate compulsory attendance fills the school, but, according to my experience, operates disadvantageously.

By engendering in the men a dislike to the school as an infliction.

By causing much of the teacher's time to be wasted on men who are absolutely unwilling to learn or incapable of receiving instruction.

By causing a great expenditure of school material without producing adequate results.

Under the limited compulsory system, as applied to recruits only, previously to 1854, I certainly found that more than 50 per cent. of the men really profited by their attendance at school, and I am of opinion that a return to that system, the school attendance commencing on the completion of the drills, would be decidedly beneficial.

The period during which such attendance should continue could not be arbitrarily fixed; but the power of dismissal might be vested in the schoolmaster, subject to the sanction of the commanding officer, either when the man could take a third-class school certificate, or was found incapable of improvement.

Cases of the latter kind require to be provided for, as men are continually found upon whom the teacher's time and the necessary school materials are utterly wasted, to the detriment of the other classes of pupils.

The arrangements under which the schools would, in my opinion, be most likely to fulfil their design, and ultimately cause the class of utterly uneducated men to nearly disappear from the army are, as below,—

1. Compulsory attendance of young soldiers.
2. Voluntary attendance (*b*) of men now serving.
3. The enforcement of a rigid educational standard of qualification for non-commissioned officers in every corps to which a trained master may be appointed.

The existing regulation on the latter subject is, according to my experience, seldom enforced; in fact, of seven battalions now in this garrison, there is only one in which any real attention is paid to the matter.

### 3. *School Assistants.*

There is much difficulty in selecting and retaining soldier assistants, and thus few, I may, I think, say, no large schools are in really good order throughout.

Moreover, where the proportion of men beginning their instruction is large, an assistant is required to every 20 pupils, instead of 40 or 50. The largest number which one teacher can efficiently instruct is about 12, which, making due allowance for absentees, gives a section of 20 as forming the whole class.

The custom of removing soldier assistants on promotion or for trifl. misconduct, without regard to their usefulness in the school, is a serious evil.

A man when chosen for the office has not, in one case out of a hundred, had any previous experience in tuition, and the schoolmaster has, consequently, to instruct him in his duties. This is a work of time, and the inconvenience and hindrance to the school business are such that it is desirable that some clear rule should be laid down respecting the removal of these men from their posts.

Further, there is a custom of causing these men to attend two or even three parades weekly. These generally occur during the school hours, when some classes are necessarily left unattended; desultory teaching by the schoolmaster takes the place of the regular and systematic instruction, and the discipline and order so essential to proper school management nearly fall to the ground.

At the same time the assistants, having another set of duties to perform, lose what interest they may have felt in school business, and further evil results follow.

In the Artillery the allowance to soldier assistants, however intelligent they may be, is only equivalent to the lowest amount of working pay for gunners engaged in scraping shot, and, consequently, men do not willingly accept employment in the school, more especially as it often has the effect of stopping their promotion. The same observation applies to the engineers with even greater force.

### 4. *Infant and Industrial Schools.*

I have not observed that the introduction of trained schoolmistresses has been so generally beneficial as might have been anticipated. Some with whom I have met, though qualified for industrial instruction, were barely able to read and write, and could not make out the simplest return or requisition intelligibly or without errors in spelling.

They have frequently shown a want of interest in their occupation, and absence of proper method and energy in their teaching; this being limited to the enabling the children to answer by rote certain sets of questions alike in every school. Under such circumstances the memory alone of the pupils receives a little desultory training, the reflective faculties remaining quite undeveloped.

The result is that the upper schools suffer, as, when children are not properly trained as infant pupils, that training becomes very difficult at a later period, and their aptitude for more advanced teaching is diminished.

The want of properly fitted infant schools, especially at this station, may to some extent account for the above-mentioned state of things; and the speedy removal of the deficiency is certainly desirable under any circumstances.

There is at present some apparent want of regularity in the method of disposing of the materials for work supplied to the industrial schools; and it is desirable that there should be some recognized form under which their distribution might be shown.

### 5. *School Materials.*

The copy-books at present issued are not so well suited for beginners as those of McLeod's series, formerly supplied.

The loose headlines used with them cause considerable waste of time in selecting and distributing them to the class; and soldier assistants seldom possess sufficient discrimination to enable them to suit the copy to the ability of the pupil.

A more substantial and durable description of pen would be desirable, as those now in use are continually breaking in the hands of those who are not accustomed to writing.

### *Supply of Materials to the Schools.*

It is often the case that on out-stations the usual supplies unavoidably fail to come to hand in due time, causing, as has happened here, an almost entire stoppage of the school business. This remark applies most strongly to writing materials, such as paper, copy-books, pens and slate pencils.

It would be very beneficial if a stock of these were kept in each garrison, and placed in charge of the superintending schoolmaster, or some other person, to be delivered to corps whose supplies might fail, upon requisition from the commanding officer, through the local inspector of schools. They could be duly accounted for to the War Department by the forwarding of such requisitions with annexed receipts. There are certain school stores, viz., maps, black-boards, easels, slates, &c., which remain permanently in the school-rooms at the various stations. It often occurs that there is at one place in the same garrison a superabundance of these; at another a scarcity. This happens when a corps, whose school is small, replaces one having a large attendance; and under present arrangements a further supply is frequently demanded from home when there is a sufficiency on the spot for all purposes, if duly distributed. It is desirable that the local inspector or superintending schoolmaster should be authorized to make this distribution as occasion might require, and also to indent for such further supplies as are really necessary.

### 6. *General Remarks.*

The want of any approach to uniformity in regimental school arrangements, before alluded to, makes it exceedingly difficult, if not impossible, for an inspector to form a just opinion of the comparative merit of schoolmasters. He of course can only judge from the state of the pupils, either adults or children, as shown upon examination; and thus it often occurs that a master who has really done his utmost in the performance of his duties is made answerable for shortcomings over which he has no control; while another, far less zealous, receives credit on account of the comparatively satisfactory state of the school under his charge, being really far less worthy of commendation than the former.

It requires practical experience as a schoolmaster to enable any one fully to appreciate the immense influence of the commanding officer upon the prosperity of the regimental school, as, in fact, it may be said to depend entirely upon his taking an active interest in the matter. Coldness or indifference on his part begets similar feelings on the part of the men; a desultory attendance leads to desultory teaching; the schoolmaster wearies of striving where striving produces no results, and becomes remiss in the performance of his duties, or, as is frequently the

case, in the endeavour to bring about a better state of things causes himself to be considered a troublesome person without, in any way, benefitting the cause he advocates.

Any arrangements which would provide for the real existence of something worthy the name of a school in every corps would render the position of schoolmasters far more satisfactory than at present, and place the members of the body more upon an equality. Now, while the powers of some are taxed to an extent often seriously detrimental to their health, others, having comparatively nothing to do, receive the same pay, and are just as likely to obtain promotion as the former, provided they do not arouse ill-feeling by too pertinaciously pressing the claims of their department for consideration in regimental arrangements.

There are other matters, chiefly personal, to which I have not alluded in the above statement, as I did not feel certain that they would be considered within its scope.

They are such as are but little inconvenient to schoolmasters of corps in which the spirit of the regulations is looked to rather than the letter, but the cause of much discomfort in others, where such is not the case.

I am, &c.

(Signed) Thomas Earp,
First-class Schoolmaster,
Superintending Garrison Schools.

Major Boothby, R.A.,
Local Assistant Inspector,
Army Schools, Malta.

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## Appendix II.—No. 15.

Guards' Division Office, Wellington Barracks,
18 February 1861.

Sir,

In conformity with the request contained in your letter of the 14th instant, I have communicated the copy of the Letter from the War Office to Schoolmaster Stockham of the division under my command, and I have the honour to transmit herewith his reply, and to state that I concur with the opinions he has expressed therein.

Experience proves that the majority of adults cease to attend school as soon as the moment arrives when they are to be advanced into the second class, from which fees are exacted. Many of these return at a future date, after they have been promoted to the rank of corporal, in order to acquire the degree of knowledge which will render them fit for the duties of pay serjeants; but the interval which has taken place renders their subsequent advance more difficult, and in some cases determines men to take their discharges at the expiration of the first period of enlistment, rather than go through the training necessary to prepare them for these important duties.

The suggestion with regard to the training of schoolmistresses is well worthy of consideration.

The period during which girls are kept at the normal school is scarcely sufficient for the acquirement of sufficient instruction for the duties they are subsequently called on to perform, and I have heard of instances in which they have been found very deficient. Their youth often renders it no easy task to maintain their authority.

If married women, the wives of serjeants, could be found who were duly instructed, they would probably experience less difficulty.

Many of the parents dislike the practice of keeping the girls under the schoolmaster, to whom they are obliged to apply for permission to quit

the class for any necessary purpose; and I beg to suggest that they should be placed under the schoolmistresses, who would be responsible to the master with regard to the course of instruction, and receive such assistance during the school hours as the number of scholars might call for.

I have on a former occasion drawn your attention to the inconvenience and loss of time consequent on the use of the copy slips.

With the exception of the rooms in the Wellington barracks, none of those of the division are large enough to accommodate the numbers seeking instruction, and even in those there is no provision for the division of the classes, by which much confusion might be prevented.

Although Mr. Stockham has not offered an opinion on the subject of the pensions of schoolmasters, I venture to hope that the amount of that of a first-class schoolmaster may be augmented. There can be no doubt of the importance of the duties such a man must have performed during a long period of time.

I am of opinion that they are fully equal to those of a quartermaster, and that his retiring pension might well be augmented to an equal amount, especially as he has not so good a prospect of finding remunerative employment at the close of his professional career.

I cannot close this letter without recording my sense of the value of the services of the body of schoolmasters of the division under my command, to whose exertions the corps is mainly indebted for the valuable class of non-commissioned officers which it possesses, nearly all of whom have acquired the knowledge which enables them to perform their duties subsequent to their enlistment.

I have, &c.
(Signed) Rokeby, Major General,
Commanding Division of Guards.

The Secretary,
Council of Military Education.

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My Lord, Wellington Barracks, 18 February 1861.

War Office Letter, 4 Feb. 1861. Council of Military Education, 14 Feb. 1861

I most respectfully beg leave to lay before you the remarks on the working of the present school system, drawn out by me in accordance with your Lordship's command.

I have commenced from the school regulations of 1854 up to the present date. Before that period normal schools were but in their infancy. That time embraces "the partial abolition of school fees," "the grant of industrial school materials," "the examination by sub-inspectors," "the encouragement given by general and commanding officers," "the training of schoolmistresses," "the changes in school books," "the construction of commodious school-houses," "the classification and pensions of schoolmasters," and "the payment of school fees by the parents of children." Before entering upon these subjects in detail, I beg leave, my Lord, to remark that all and each have proved beneficial, and might be rendered even more so, in my humble opinion, by slight changes, which I now proceed to state as ordered.

The partial abolition of school fees for adults has been of advantage, and would prove even more so were it extended to the first and second classes, as men are in the habit of withdrawing their names from the school lists when eligible for such classes. This would not be the case were every class equally free or equally charged.

The partial abolition of school fees for adults.

The grant of industrial materials has been of real service to both parents and children, embracing as it does industrial knowledge with remunerative profit.

The grant of industrial school materials.

The examination by sub-inspectors has given an impetus to the exertions of schoolmasters and schoolmistresses.

The examination by sub-inspectors.

The encouragement given by general and commanding officers.

That the encouragement given by general and commanding officers works the happiest effects is exemplified in the brigade of Guards, where such system fully exists.

The training of schoolmistresses.

In this department a great saving might be effected were the following plan adopted, at least so I fancy, my Lord; and I shall humbly lay it before you. If a list of the educational qualifications necessary for the candidate were made known, any woman considering herself sufficiently educated, and otherwise fit for the situation, might apply to be examined as to such proficiency by the chaplain. If thoroughly approved, she could then be placed under the nearest schoolmistress of experience for the period of one month, and be by her thoroughly instructed in the system of infant and industrial teaching. The time specified, one month, would be ample for the acquirement of mere system.

Changes in school books.

As a point of economy, my Lord, many of the books issued might be withheld; to us they are almost useless, though useful in themselves. Those to which I refer are, "The Steam Engine," "Astronomy," "Electricity," "Magnetism," "Hydrostatics," "Light and Heat," which books are beyond the reach of adults and children, adults rarely remaining long enough to require such works, children never with us. Histories are more read and prized by the men.

I regret we have not a better list of copy-books, as much valuable time is lost in the issuing of copy slips.

The construction of commodious schoolhouses.

Commodious school-rooms, where such exist, are of course beneficial to health, and enable the schoolmasters to fully carry out the normal system.

Classification and pensions of schoolmasters.

On this point I cannot presume to offer an opinion.

The payment of schoolfees by the parents of children.

The payment of fees for the education of soldiers' children by their parents is decidedly good, as knowledge to be paid for is more prized by that class than were it perfectly free. This fact I know from long experience in both ways.

When no charge was made, the battalion school occupied a lower place in their estimation than the humblest of the paid-for schools outside the barracks, as was exemplified by their often withdrawing and placing their children at such schools, to the serious disadvantage of these children.

Effects.

And now, my Lord, I will humbly state what I consider the effects of the normal system. Pay serjeants make up their accounts with greater confidence from the knowledge acquired at school; orders are correctly written and spelt in most instances. The regimental school is invariably sought after by pensioners for their children, as the same amount of instruction could not be had for their means elsewhere. The libraries are much more frequented than formerly; in fact, the tone of the army has been raised by the influence of extended education. Still, my Lord, much more may yet be done by zeal on the part of the masters continuously actuating their efforts.

The lectures, magic lanterns, &c. are greatly liked by the men. They see all is done for their benefit and amusement, &c.; they are in proportion grateful.

Hoping that I have not exceeded your orders, my Lord, in any of the remarks made, I beg leave humbly to subscribe myself,

Your Lordship's most obedient servant,

SAMUEL N. STOCKHAM,

First-class Schoolmaster 2nd Batt., Gren. Guards.

Major-Gen. Lord Rokeby, K.C.B.,
Commanding the Brigade of Guards.

## Appendix II.—No. 16.

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Sir, Woolwich, 25 March, 1861.

I have the honour to forward Mr. Wharry's report on the regimental schools in this garrison. He has entered so fully into all the details that he has left me nothing to add, except that I think it would be very desirable that the boys of a certain age should be taught the trades of tailoring and shoemaking, which we have failed to establish from want of funds to purchase materials.

Mr. Wharry's report appears to me to be very ably drawn up, and I perfectly agree in all he has stated.

I have, &c.

The Vice-President of the Council of Education. (Signed) R. J. Dacres, Major-General Commanding.

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Report on the present Army School System by Mr. Wharry, Superintendent of Regimental Schools at Woolwich.

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Woolwich, 27 February 1861.

Attendance of adults at school and regulations relative thereto.

It has been the rule at Woolwich for the last 20 years, with but little intermission, to deal with school attendance as a duty especially incumbent on non-commissioned officers of the Royal Artillery, and, so far as school accommodation permitted, the rule also applied to gunners.

Trumpeters were required to attend school until they were 18 years of age. This rule proceeded, in the first place, from the actual requirements of the service. (See Extract from Regimental Orders, 4 September 1839, Appendix No. 1.) It required that non-commissioned officers should be instructed in certain school subjects, the knowledge of which was necessary to the efficient discharge of their ordinary duties as artillerymen; and this appears to me to agree very closely with the present Army Regulations on this head.

While regarding school attendance as a duty on the part of the soldier, it has been well understood by the school instructor that he was to exercise the utmost forbearance towards the men, consistently with the preservation of all necessary discipline in the schools, and so completely has this rule been observed, that I do not remember any thing deserving the name of "difficulty" in respect to school attendance to have arisen during the 15 years I have served in these schools.

During this period, and, indeed, for several years before, the number of men in daily attendance has ranged from 200 to 500, excepting the period of the war with Russia; the rule, therefore, has been well tested, so also has the voluntary system, which entirely failed in producing a systematic attendance; nor do I think that the non-payment of school fees has had any real influence on the attendance of adults. I imagine that it is unnecessary for me to go into a history of the various plans which have been resorted to at Woolwich, at different times, for the purpose of carrying out, in the fullest manner, the regulations concerning the education of the men. I can bear testimony to the fact of this having been for many years anxiously cared for by the officers of the corps, as well at Woolwich as at the out-stations; and, looking carefully at the results proceeding therefrom, I am of opinion that the present regulation, which establishes school attendance for men at the discretion of the commanding officer as one of the duties of the soldier, is the best and wisest way to treat the question.

Progress of adults.

I have observed that the attainments of recruits on joining are something higher than they were 10 years ago. There is still, however, a large proportion who have not learned to read easily, but who are not in the main entirely ignorant. This, I think, affords room to hope that a steady persistence in the work of teaching the soldier, and the being contented to deal with a less number in the schools than has been the practice hitherto, will soon lead to the attainment of a standard of education in the army which will give full effect to the various scientific improvements introduced of late—and this, if I recollect aright, was the primary object of the present system of army education.

Non-payment of school fees, effect of, on progress.

The non-payment of school fees by some classes of men has, I think, but little real influence on progress. If regarded with reference to school attendance as a duty, it appears to me to be a matter deserving consideration.

Many soldiers are made fit for higher rank in the service and for improved position in civil life by the instruction they receive in regimental schools; and, reasoning in this way, it is right that they should pay for their instruction; but there is an idea in the soldier's mind that whatever he does of the nature of duty he should not, in any degree, pay for.

Fixed classification.

Although the fixed classification does not, in my opinion, induce progress on the part of men attending school, I still think the plan is a good one. It affords a safe general guide for the schoolmasters; it provides a fair standard of comparison for army schools; and it gives as much scope for instruction in the various subjects prescribed, and as great a variety of subjects, as are likely to be necessary for some time to come, or at least until reading, writing, and arithmetic constitute a smaller portion of the school work than is the case now.

All the subjects in the classification are taken up here, both in the adults' and the grown children's schools. The senior boys are taught Euclid and algebra, and a fair amount of progress is made by non-commissioned officers and men in these (to them) high subjects, as well as in plan drawing. Vocal music is taught in all the schools, and concerts to the troops on a large scale have resulted from this instruction. Lectures have been given regularly through the winter season by officers of the garrison and by gentlemen connected therewith, as well as by myself and the schoolmasters. These lectures have been well attended, and the interest shown in them by the men has been most satisfactory to the lecturers.

Bible classes.

Bible classes for adults are held every Friday evening by the chaplains. About 100 men and trumpeters attend these classes.

Daily attendance.

The average daily attendance of non-commissioned officers, gunners, and trumpeters at school is about 350, of whom about 50 receive 25 hours' instruction weekly; the others attend an hour and a half daily, Saturday not included.

Soldier assistants.

From among the 50 pupils named above the assistant non-commissioned officers in the general evening schools are taken, and they do their duty as teachers very efficiently. These men attach a high value to the instruction and the practice in teaching which they thus obtain. It is, as well, an undoubted fact that their purely military duties are better performed by reason of the study required in their employment as school instructors, in proof of which it may not be out of place for me to state the following somewhat recent occurrence:—

The major-general commanding, while engaged in the inspection of a battery in the field, required certain calculations relative to artillery service to be made by the non-commissioned officers and men under inspection, and a bombardier, who a short time before had completed

the school course of instruction, was publicly commended by the commandant for the smart and ready manner in which he had solved the questions proposed.

This course of instruction does not involve absolute exemption from field or garrison duty. The men so engaged mount guard on Saturdays, they occasionally go to field-days with their brigades, they are always available for sudden calls by the captains of their batteries, they have charge of messes and barrack-rooms; and I think it is good that it is so. It appears to me that the school duties thus managed directly subserve the real military duty; and this I have learned to look upon as a fundamental principle in the successful management of army schools. Soldier assistants not entirely exempt from military duty.

While fully recognizing the "duty" of school attendance and the value of the "fixed classification," I venture to remark that the duration of this duty might be limited by a fixed standard of attainments, which, having been reached, should entitle a man to dismissal from school. (See Appendix No. 2.) This has been looked upon here, even from the date quoted in Appendix No. 1, as a strong inducement to useful school study by the men; and I believe that if the soldier's dismissal from school, on the ground of his possessing certain qualifications, were recorded in the same way that other particulars concerning him are noted in the regimental records, the inducement to school study would be greatly increased, and the school instruction would readily take its place in the list of the soldier's ordinary duties, which is hardly the case now. It is evident that the plan of dismissing men from school in this manner would affect the school as regards inspection reports. I cannot doubt that it does so here; but this is not, in my opinion, a good reason for prolonging the attendance of men at school, nor would it, I think, be an objection to this plan that it could not be applied to all men attending school. Fixed standard of attainments.

The average daily attendance in the children's schools for the last year has been— Children's schools. Daily attendance.

| | | | |
|---|---|---|---|
| Grown children | - | 380. | Boys, 4½ hours; girls, 5¼. |
| Infants | - | 277. | „ 5 „ |
| | | 657 | |

Saturdays not included.

I have already adverted to the general instruction of the children, and I have much satisfaction in bearing testimony to the thorough care exercised in their special religious instruction under the immediate direction of the chaplains, as well on the two week days prescribed by the regulations on this head as in the Sunday schools. Religious instruction.

The industrial and infants' schools are regularly visited by ladies of the garrison, and the schoolmistresses are always ready to profit by the advice and assistance which they so kindly offer. This instruction is of the greatest value to the children, and good use is made of it. They are taught all kinds of plain work; and it is a most uncommon thing to see a girl belonging to the schools with untidy clothes. Industrial schools.

It is, in my opinion, much to be desired that grown boys could be taught to work for themselves in a similarly useful manner.

In a letter written nearly 12 years ago by the late Rector of Woolwich to the then Lord Bishop of London (Appendix No. 3), and recorded in the Commandant's Office, it was stated that our "children's schools were not inferior to the best of the National schools"; and I think I can safely affirm that the same is true now. Past and present condition of children's schools.

I have visited many National schools, and having, as I believe, faithfully compared them with our own, I have not seen any reason to be dissatisfied with our own regimental schools. I do not know that we possess here any other means than those common to army schools in

general, and I therefore think I am right in assuming that soldiers' children generally are as well instructed as are children of the same class in civil life.

Schoolmasters.

Each of the schoolmasters here has the charge of two separate schools in succession daily, excepting Saturday, and the daily duties extend, invariably, over the regulated period of six hours. There are five schoolmasters and an assistant master now stationed here. Two of them and the assistant master joined in July last from Chelsea; two others also joined from Chelsea since Christmas last. There is, therefore, but one experienced master here at present, but the young schoolmasters are very attentive to their duties; and I think that the present system, which appears to provide that young schoolmasters shall be under competent guidance for some time after they have left the Training Institution, is at once highly beneficial to themselves, and is well calculated to insure their efficiency in the performance of the important duties which will devolve upon them.

I have remarked that some of the schoolmasters do not realize in their completeness the grave responsibilities which are inseparable from the due performance of their duties. Some of them regard their duties too much in the light of a mere trade, and hardly consider that on them (the schoolmasters) the young will in a great measure depend for the example and moral influence which will form their character in after-life. It is to be expected that increased experience will teach the schoolmasters to value this part of their duty more truly; and then they will give it at least a co-ordinate place with the school subjects which they in general teach so well.

Average number of pupils on the school books.

The average number of pupils on the books of these schools for the year ending 31st December 1860 has been—

| | |
|---|---|
| Adults and trumpeters | 1,183 |
| Grown children | 442 |
| Infants | 370 |
| Total | 1,995 |

Daily attendance.

The average number in daily attendance has been—

| | |
|---|---|
| Adults and trumpeters | 350 |
| Grown children | 380 |
| Infants | 277 |
| Total | 1,007 |

Number of teachers employed.

The number of schoolmasters and others employed has been—

| | |
|---|---|
| Schoolmasters | 6 |
| Soldier assistants | 30 |
| Schoolmistresses | 6 |
| Pupil-teachers | 9 |
| Total | 51 |

The average number of pupils to each teacher daily has been 20.

The amount of school fees for the year 1860 was 83*l.*

In the absence of exact data, I am unable to make an accurate report on the expense of the instruction of the men and children attending these schools; but from the rough estimate which I have made (Appendix No. 4), the average expense for each pupil for 1860 appears to be about 1*l.* 16*s.* This estimate does not include the regimental pay of the soldier assistants, these men being, as already stated, at all times

available for strictly military duty. It appeared to me that their pay ought not to be wholly chargeable to the school account. Average number of pupils to each teacher daily.

In accordance with the directions contained in the Letter dated Council Office, 14th February 1861, addressed to Major-General Sir R. J. Dacres, K.C.B., Commandant, Woolwich, and the accompanying copy of War Office Letter of 4th February 1861, the foregoing report on the present army school system is respectfully submitted. Amount of school fees for 1860.

(Signed) C. Wharry,
27 February 1861. Quartermaster R.A., Woolwich. Rough estimate of expense of instruction.

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No. 1.—Extract from Regimental Orders by Lieut.-Gen. Lord Bloomfield, G.C.B., Commandant.

Woolwich, 4 September 1839.

His Lordship the Commandant has been led to observe that many of the young non-commissioned officers of the regiment are very deficient in penmanship and in their knowledge of arithmetic. He has been pleased to order that the following arrangements may be adopted at the regimental school in order that an opportunity of instruction may be afforded to such of the non-commissioned officers as stand in need of it, viz.:—

1. A private class will be formed in the school-room, under the superintendence of the serjeant schoolmaster and his assistants, for the instruction of such non-commissioned officers as are found deficient in the degree of writing, &c. necessary to their situation; the attendance of this class is not to be optional*; they are to be required* to attend until reported competent by the serjeant schoolmaster.

2. The course of instruction considered necessary* by his Lordship is limited to writing and to a knowledge of arithmetic, sufficient to enable them to keep money accounts, and to calculate heights and distances, and the measurements necessary in the artillery profession. In order that a sufficient remuneration may be made to the serjeant schoolmaster and his assistants for this additional trouble, the non-commissioned officers under their care will be required to pay a monthly subscription as follows, viz.:—

| | *s.* | *d.* |
|---|---|---|
| Full non-commissioned officers - - | - 1 | 6 |
| Acting ditto - - - - - | - 1 | 0 |

3. The hours of attendance will be—
In the summer months from 6 to 7½ in the morning.
In winter from 3½ to 5 in the afternoon.

The commanding officers of battalions and corps will send to the commandant's office nominal returns of such non-commissioned officers as they propose to send to join this class; and the serjeant schoolmaster will make a daily report to the brigade-major of their attendance, and his Lordship trusts the non-commissioned officers will avail themselves with alacrity of the opportunity now to be afforded them of acquiring instruction that must be most beneficial to them in their future career.

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* These words were underlined in the original order.

No. 2.—Extract from Regimental Orders by Major-General Sir R. J. Dacres, K.C.B., Commandant.

Woolwich, 22 November 1859.

The Commandant desires to impress on the non-commissioned officers and men of the corps the very great and important benefit which will result, as well to themselves as to the service, from their regular and punctual attendance at the regimental schools.

It must be clearly apparent to both non-commissioned officers and men that without a fair amount of school instruction it will be impossible for them to perform their duties satisfactorily.

Major-General Sir R. Dacres does not desire that the attendance of non-commissioned officers and gunners at school shall be continued for an indefinite period, but considering the amount of school attainments necessary to artillerymen, he is pleased to order that non-commissioned officers who are qualified as follows shall be dismissed from school attendance if they desire it, viz. :—

1. Read well.
2. Write well from dictation.
3. Understand money accounts, fractional arithmetic (vulgar and decimal), extraction of square and cube roots, measurement of heights and distances for artillery purposes.

In like manner for gunners—

1. Read well.
2. Write fairly from dictation.
3. Understand money accounts, fractional arithmetic.

A monthly report of non-commissioned officers and men recommended for dismissal from the schools is to be sent to the Commandant by the superintendent of regimental schools on the last day of each month.

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No. 3.—Extract from a Letter by the late Rector of Woolwich to the late Lord Bishop of London, relative to the Royal Artillery Children's Schools at Woolwich, dated Woolwich, 24 July 1849.

With reference to the regimental schools I cannot speak too highly of the discipline maintained in them, the moral and religious training of the children, and of the general instruction which they receive. In these particulars the schools may well bear comparison with the best conducted of our National schools. Great interest is taken in them by the authorities in the garrison, and very much credit is due to the masters and mistresses for the progress of the children and the orderly manner in which the daily business is conducted, under all the difficulties with which they have to contend.

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No. 4.—Rough Estimate of the Expense of the Royal Artillery Schools at Woolwich for the Year ending 31 December 1860.

| | £ | s. | d. |
|---|---|---|---|
| Pay and allowance of superintendent | 162 | 19 | 2 |
| 1 first-class schoolmaster | 146 | 0 | 0 |
| 5 third-class ditto | 365 | 0 | 0 |
| 1 fourth-class ditto | 36 | 10 | 0 |
| 7 schoolmistresses and 9 pupil-teachers | 300 | 0 | 0 |
| Allowances to soldier assistants | 200 | 0 | 0 |
| Materials for industrial schools | 80 | 0 | 0 |
| School books and materials | 100 | 0 | 0 |
| Fuel and light, schools, schoolmasters, mistress, and superintendent | 160 | 0 | 0 |
| Rent and repairs of school buildings and quarters | 250 | 0 | 0 |
| Lodging allowances to schoolmistresses | 100 | 0 | 0 |
| Schoolmasters' clothing | 45 | 0 | 0 |
| Allowances to school orderlies | 15 | 0 | 0 |
| | £1,960 | 9 | 2 |
| Deduct school fees | 83 | 0 | 0 |
| | £1,877 | 9 | 2 |

This total divided by 1,007, being the number of pupils (before detailed) in daily attendance, shows the expense of each pupil's instruction for the year 1860 to be about 1*l.* 16*s.*

(Signed) C. Wharry,
Quartermaster.

Woolwich, 27 February 1861.

## Appendix III.

Table showing the Average Number of Non-Commissioned Officers, Privates, Drummers and Trumpeters, whose Names were on the School Books during the Periods specified respectively in the 2nd Column, with their Average Daily and Weekly Attendance.

| Regiments. | No. of Months taken. | On School Books. | | | Average Number present Daily. | Average Instruction Weekly for Privates. | Stations, &c. |
|---|---|---|---|---|---|---|---|
| | | Non-Com$^{d}$. Officers. | Privates and Trumpeters. | Total. | | | |
| | | | | | | hours. | |
| 1st Life Guards | 12 | 3 | 48 | 51 | 38 | 2·54 | London. |
| 2nd „ „ | 12 | 3 | 32 | 35 | 26 | 3·33 | London, Windsor. |
| Horse Guards | 12 | 4 | 18 | 22 | 11 | 2·0 | Windsor, London. |
| Cavalry Brigade, Aldershott. | – | – | – | – | – | – | — |
| 1st Dragoon Gds. | 8 | 1 | 49 | 50 | 18 | 4·88 | Madras. |
| 2nd „ | 10 | 39 | 129 | 168 | 47 | 2·5 | Bengal. |
| 3rd „ | 8 | 21 | 95 | 116 | 61 | 1·99 | Bombay. |
| 4th „ | 12 | 6 | 10 | 16 | 9 | 2·55 | Brighton, Aldershott, Birmingham. |
| 5th „ | 12 | 19 | 21 | 40 | 14 | 2·10 | Aldershott, Brighton. |
| 6th „ | – | – | – | – | – | – | Bengal. |
| 7th „ | 5 | 32 | 40 | 72 | 56 | 4·0 | Bengal. |
| 1st Dragoons | 9 | 17 | 48 | 65 | 42 | 3·21 | Dublin. |
| 2nd „ | 4 | 34 | 37 | 71 | 31 | 5·93 | Dublin. |
| 3rd Lt. Dragoons | 3 | 23 | 85 | 108 | 37 | 4·8 | Dundalk. |
| 4th „ | 9 | 39 | 70 | 109 | 32 | ·99 | Dublin. |
| 5th „ | 6 | 41 | 22 | 63 | 6 | ·87 | Aldershott. |
| 6th „ | 11 | 11 | 46 | 57 | 30 | 3·71 | Bombay. |
| 7th Hussars | 6 | 2 | 183 | 185 | 117 | 3·32 | Bengal. |
| 8th „ | 10 | 29 | 43 | 72 | 48 | 4·77 | Bombay. |
| 9th Lancers | 3 | 11 | 103 | 114 | 36 | 1·74 | Exeter, Aldershott. |
| 10th Hussars | 7 | – | 45 | 45 | 21 | ·74 | Hounslow, Norwich. |
| 11th „ | 12 | – | 26 | 26 | 20 | 6·6 | Birmingham, Manchester. |
| 12th Lancers | 10 | 22 | 20 | 42 | 22 | 2·81 | York. |
| 13th Lt. Dragoons | 9 | 6 | 61 | 67 | 26 | 1·36 | Edinburgh. |
| 14th Dragoons | 5 | 4 | 4 | 8 | 3 | ·61 | Newbridge. |
| 15th Hussars | 12 | 4 | 57 | 61 | 25 | 1·86 | Newbridge, Cahir. |
| 16th Lancers | 11 | 23 | 57 | 80 | 34 | 1·84 | Aldershott, Hounslow. |
| 17th „ | 3 | 26 | 181 | 207 | 120 | 5·15 | Madras. |
| 18th Lt. Dragoons | 12 | 40 | 24 | 64 | 25 | 1·87 | Aldershott. |
| 1st B. Mil. Train | – | – | – | – | – | – | China. |
| 2nd „ | – | – | – | – | – | – | Woolwich. |
| 3rd „ | 6 | 10 | 85 | 95 | 38 | 1·21 | Aldershott. |
| 4th „ | 8 | 9 | 84 | 93 | 37 | 2·0 | Shorncliffe. |
| 5th „ | 7 | – | 51 | 51 | 31 | 2·91 | Curragh. |
| 6th „ | – | – | – | – | – | – | Dublin. |

| Regiments. | No. of Months taken. | On School Books. | | | Average Number present Daily. | Average Instruction Weekly for Privates. | Stations, &c. |
|---|---|---|---|---|---|---|---|
| | | Non-Comd. Officers. | Privates and Trumpeters. | Total. | | | |
| | | | | | | hours. | |
| Depôt Mil. Train | 9 | 33 | 270 | 303 | 56 | 2·16 | Woolwich. |
| Cavalry Depôts, Newbridge. | 9 | 16 | 159 | 175 | 45 | 2·0 | |
| Maidstone - | 12 | 1 | 44 | 45 | 30 | 5·0 | |
| Canterbury - | 12 | 2 | 59 | 61 | — | 2·56 | |
| Total - - | — | 492 | 2177 | 2669 | 1145 | — | |
| 1st B. Gren. Gds. | 12 | 39 | 240 | 279 | 107 | 2·91 | London, Dublin. |
| 2nd „ - | 12 | 45 | 404 | 449 | 126 | 4·15 | London. |
| 3rd „ - | 9 | 74 | 181 | 255 | 79 | 1·96 | Dublin, London. |
| 1st B. Coldstream Guards. | 12 | 44 | 173 | 217 | 52 | 1·71 | London. |
| 2nd „ - | 12 | 70 | 210 | 280 | 98 | 2·42 | London. |
| 1st B. Scots Fusilier Guards. | 12 | 39 | 134 | 173 | 49 | 2·41 | London. |
| 2nd „ - | 12 | 37 | 258 | 295 | 113 | 2·40 | London, Windsor. |
| Total - - | — | 348 | 1600 | 1948 | 624 | — | |
| 1st B. 1st Foot - | 12 | 95 | 122 | 217 | 86 | 2·10 | Madras. |
| 2nd „ - | — | — | — | — | — | — | At sea. |
| 1st B. 2nd Foot - | — | — | — | — | — | — | China. |
| 2nd „ - | 12 | 22 | 433 | 455 | 142 | 2·48 | Corfu. |
| 1st B. 3rd Foot - | — | — | — | — | — | — | Dover. |
| 2nd „ - | 12 | 135 | 582 | 717 | 224 | 3·30 | Malta. |
| 1st B. 4th Foot - | 5 | 6 | 240 | 246 | 146 | 3·59 | Bombay. |
| 2nd „ - | 11 | 60 | 505 | 565 | 109 | 1·70 | Corfu. |
| 1st B. 5th Foot - | 5 | 48 | 94 | 142 | 51 | 3·46 | Bengal. |
| 2nd „ - | 11 | 65 | 185 | 250 | 81 | 1·63 | Mauritius. |
| 1st B. 6th Foot - | 4 | 30 | 156 | 186 | 86 | 3·69 | Bengal. |
| 2nd „ - | 12 | 60 | 495 | 555 | 140 | 2·44 | Gibraltar. |
| 1st B. 7th Foot - | 12 | 47 | 205 | 252 | 104 | 3·70 | Bengal. |
| 2nd „ - | 12 | 82 | 297 | 379 | 60 | 1·26 | Gibraltar. |
| 1st B. 8th Foot - | 8 | 69 | 161 | 230 | 56 | 2·10 | Gosport. |
| 2nd „ - | 8 | 33 | 299 | 332 | 88 | 2·11 | Gibraltar. |
| 1st B. 9th Foot - | 9 | 41 | 352 | 393 | 114 | 2·26 | Corfu. |
| 2nd „ - | 12 | 33 | 385 | 418 | 152 | 2·66 | Corfu. |
| 1st B. 10th Foot - | 12 | 2 | 357 | 359 | 80 | 1·31 | Devonport, Aldershott. |
| 2nd „ - | 8 | 43 | 86 | 129 | 67 | 3·99 | Cape of Good Hope. |
| 1st B. 11th Foot - | 9 | 25 | 164 | 189 | 58 | 1·93 | Portsmouth. |
| 2nd „ - | 12 | 90 | 200 | 290 | 48 | 1·15 | Portsmouth, Aldershott. |
| 1st B. 12th Foot - | 11 | 15 | 34 | 49 | 17 | 1·82 | New South Wales. |
| 2nd „ - | 12 | 6 | 171 | 177 | 67 | 1·86 | Aldershott, Devonport. |
| 1st B. 13th Foot - | 11 | 24 | 129 | 153 | 90 | 5·50 | Bengal. |
| 2nd „ - | 10 | 62 | 295 | 357 | 59 | ·84 | Cape of Good Hope. |

| Regiments. | No. of Months taken. | On School Books. | | | Average Number present Daily. | Average Instruction Weekly for Privates. | Stations, &c. |
|---|---|---|---|---|---|---|---|
| | | Non-Comd. Officers. | Privates and Trumpeters. | Total. | | | |
| | | | | | | hours. | |
| 1st B. 14th Foot - | 12 | 27 | 121 | 148 | 28 | 1·57 | Jamaica. |
| 2nd „ - | – | – | – | – | – | – | New Zealand. |
| 1st B. 15th Foot - | 9 | 44 | 399 | 443 | 184 | 3·64 | Curragh and Cork. |
| 2nd „ - | 12 | 50 | 195 | 245 | 52 | 2·89 | Malta. |
| 1st B. 16th Foot - | 12 | 85 | 372 | 457 | 112 | 1·55 | Aldershott, Shorncliffe. |
| 2nd „ | 9 | 42 | 280 | 322 | 107 | 1·74 | Curragh. |
| 1st B. 17th Foot | 12 | 51 | 211 | 262 | 43 | 1·36 | Quebec. |
| 2nd „ | 12 | 78 | 226 | 304 | 124 | 2·36 | Aldershott, Shorncliffe. |
| 1st B. 18th Foot - | 8 | 55 | 88 | 143 | 72 | 3·55 | Madras. |
| 2nd „ - | 7 | 92 | 195 | 287 | 68 | 1·37 | Shorncliffe. |
| 1st B. 19th Foot - | 12 | 18 | 145 | 163 | 99 | 4·51 | Bengal. |
| 2nd „ - | 12 | 4 | 126 | 130 | 37 | 1·91 | Aldershott, Portsmouth. |
| 1st B. 20th Foot - | 12 | 38 | 394 | 432 | 194 | 3·61 | Bengal. |
| 2nd „ - | 9 | 125 | 246 | 371 | 169 | 2·32 | Curragh. |
| 1st B. 21st Foot - | 12 | 80 | 63 | 143 | 23 | 3·57 | Barbadoes. |
| 2nd „ - | 12 | 32 | 227 | 259 | 67 | 1·25 | Aldershott, Shorncliffe. |
| 1st B. 22nd Foot - | 12 | 28 | 142 | 170 | 38 | 2·56 | Malta. |
| 2nd „ - | 12 | 32 | 182 | 214 | 50 | 3·35 | Malta. |
| 1st B. 23rd Foot - | 5 | 40 | 120 | 160 | 69 | 4·0 | Bengal. |
| 2nd „ - | 8 | 97 | 722 | 819 | 93 | 1·0 | Malta. |
| 1st B. 24th Foot - | 9 | 27 | 117 | 144 | 80 | 4·42 | Bengal. |
| 2nd „ - | 11 | 49 | 197 | 246 | 95 | 2·17 | Mauritius. |
| 1st B. 25th Foot - | 12 | 99 | 182 | 281 | 46 | 2·41 | Gibraltar. |
| 2nd „ - | 10 | 4 | 59 | 63 | 17 | 1·26 | Aldershott. |
| 26th Foot - | 9 | 102 | 306 | 408 | 138 | 2·21 | Dublin. |
| 27th „ - - | 6 | 22 | 271 | 293 | 200 | 5·16 | Bengal. |
| 28th „ - - | 12 | 14 | 214 | 228 | 111 | 4·56 | Bombay. |
| 29th „ - - | 5 | 40 | 195 | 235 | 67 | 1·92 | Aldershott. |
| 30th „ - - | 5 | 28 | 314 | 342 | 128 | 1·76 | Jersey. |
| 31st „ - - | – | – | – | – | – | – | China. |
| 32nd „ - - | 12 | 37 | 87 | 124 | 50 | 1·54 | Dover, Aldershott. |
| 33rd „ - - | 7 | 32 | 72 | 104 | 54 | 4·61 | Bombay. |
| 34th „ - - | 6 | 70 | 660 | 730 | 342 | 2·40 | Bengal. |
| 35th „ - - | 7 | 13 | 114 | 127 | 64 | – | Bengal. |
| 36th „ - - | 12 | 53 | 299 | 352 | 130 | 1·99 | Devonport, Dublin. |
| 37th „ - - | 9 | 35 | 51 | 86 | 36 | 3·70 | Bengal. |
| 38th „ - - | 9 | 62 | 167 | 229 | – | – | Bengal. |
| 39th „ - - | 12 | 11 | 56 | 67 | 18 | 1·82 | Bermuda. |
| 40th „ - - | 5 | 5 | 27 | 32 | 11 | 2·60 | Melbourne. |
| 41st „ - - | 10 | 17 | 152 | 169 | 52 | 2·12 | Aldershott. |
| 42nd „ - - | 10 | 25 | 177 | 202 | 94 | – | Bengal. |
| 43rd „ - - | 12 | 14 | 182 | 196 | 67 | 2·6 | Madras. |
| 44th „ - - | 3 | 31 | 73 | 104 | 34 | 3·32 | China. |
| 45th „ - - | 12 | 4 | 254 | 258 | 51 | 1·88 | Bradford, Aldershott. |
| 46th „ - - | – | – | – | – | – | – | Bengal. |
| 47th „ - - | 12 | 110 | 503 | 613 | 141 | 1·59 | Dover. |
| 48th „ - - | 12 | 16 | 202 | 218 | 112 | 6·14 | Bengal. |

| Regiments. | No. of Months taken. | On School Books. | | | Average Number present Daily. | Average Instruction Weekly for Privates. | Stations, &c. |
|---|---|---|---|---|---|---|---|
| | | Non-Com$^{d}$. Officers. | Privates and Trumpeters. | Total. | | | |
| | | | | | | hours. | |
| 49th Foot - - | 11 | 66 | 90 | 156 | 60 | 1·5 | Aldershott, Portsmouth. |
| 50th „ - - | 12 | 15 | 92 | 107 | 52 | 6·81 | Ceylon. |
| 51st „ - - | 4 | 35 | 298 | 333 | — | — | Bengal. |
| 52nd „ - - | 5 | 52 | 234 | 286 | 133 | 3·14 | Bengal. |
| 53rd „ - - | 8 | 45 | 85 | 130 | 23 | 1·21 | Devonport. |
| 54th „ - - | 7 | 31 | 101 | 132 | 60 | 7·61 | Bengal. |
| 55th „ - - | 12 | 60 | 78 | 138 | 41 | 2·44 | Curragh, Aldershott. |
| 56th „ - - | 6 | 16 | 88 | 104 | 31 | 7·04 | Bombay. |
| 57th „ - - | 6 | 51 | 254 | 305 | 112 | 4·55 | Bombay. |
| 58th „ - - | 12 | 51 | 94 | 145 | 36 | 1·41 | Aldershott, Burnley, Sheffield. |
| 59th „ - - | 9 | 26 | 196 | 222 | 39 | 1·69 | Cape. |
| 1st B. 60th Rifles - | 7 | 93 | 320 | 413 | 134 | 2·17 | Dover. |
| 2nd „ - | 4 | 26 | 72 | 98 | 39 | 1·87 | China. |
| 3rd „ - | 4 | 69 | 60 | 129 | 41 | 4·88 | Madras. |
| 4th „ - | 9 | 51 | 136 | 187 | 63 | 2·33 | Dublin, Curragh. |
| 61st Foot - - | 2 | 18 | 216 | 234 | 63 | 1·18 | Plymouth. |
| 62nd „ - - | 12 | 48 | 168 | 216 | 72 | 2·26 | Halifax, N.S. |
| 63rd „ - - | 12 | 24 | 86 | 110 | 30 | 1·29 | Halifax, N.S. |
| 64th „ - - | 9 | 45 | 94 | 139 | 78 | 3·0 | Bombay. |
| 65th „ - - | 10 | 1 | 9 | 10 | 5 | 3·88 | New Zealand. |
| 66th „ - - | 12 | 27 | 169 | 196 | 76 | 1·56 | Madras. |
| 67th „ - - | — | — | — | — | — | — | China. |
| 68th „ - - | — | — | — | — | — | — | Madras. |
| 69th „ - - | 5 | 5 | 110 | 115 | 57 | 4·68 | Madras. |
| 70th „ - - | 9 | 40 | 90 | 130 | 81 | 4·0 | Bengal. |
| 71st „ - - | 7 | 25 | 121 | 146 | 85 | 5·19 | Bengal. |
| 72nd „ - - | 12 | 66 | 146 | 212 | 112 | 4·38 | Bombay. |
| 73rd „ - - | — | — | — | — | — | — | Bengal. |
| 74th „ - - | 12 | 46 | 161 | 207 | 112 | 5·5 | Madras. |
| 75th „ - - | 7 | 62 | 111 | 173 | 73 | 2·99 | Bengal. |
| 76th „ - - | 9 | 58 | 218 | 276 | 78 | 3·35 | Dublin, Waterford, Glasgow. |
| 77th „ - - | 6 | 13 | 45 | 58 | — | — | Bengal. |
| 78th „ - - | 12 | 16 | 235 | 251 | 68 | 1·79 | Edinburgh. |
| 79th „ - - | 12 | 5 | 116 | 121 | 73 | 4·56 | Bengal. |
| 80th „ - - | 12 | 49 | 120 | 169 | 62 | 2·82 | Bengal. |
| 81st „ - - | 12 | 30 | 358 | 388 | 180 | 5·6 | Bengal. |
| 82nd „ - - | 9 | 25 | 126 | 151 | 80 | 3·28 | Bengal. |
| 83rd „ - - | 12 | 2 | 54 | 56 | 18 | 2·54 | Bombay. |
| 84th „ - - | 12 | 26 | 154 | 180 | 61 | 2·83 | Sheffield, Manchester. |
| 85th „ - - | 10 | 6 | 105 | 111 | 41 | 6·0 | Cape. |
| 86th „ - - | 12 | 3 | 141 | 144 | 54 | 3·3 | Aldershott, Newry. |
| 87th „ - - | — | — | — | — | — | — | Dublin. |
| 88th „ - - | 9 | 36 | 130 | 166 | 114 | 5·0 | Bengal. |
| 89th „ - - | 8 | 17 | 33 | 50 | 20 | — | Bengal. |
| 90th „ - - | 4 | — | 67 | 67 | 50 | — | Bengal. |
| 91st „ - - | — | — | — | — | — | — | Madras. |
| 92nd „ - - | — | — | — | — | — | — | Bengal. |
| 93rd „ - - | 12 | 7 | 137 | 144 | 63 | 4·54 | Bengal. |

| Regiments. | No. of Months taken. | On School Books. | | | Average Number present Daily. | Average Instruction Weekly for Privates. | Stations, &c. |
|---|---|---|---|---|---|---|---|
| | | Non-Comd. Officers. | Privates and Trumpeters. | Total. | | | |
| | | | | | | hours. | |
| 94th Foot - - | 12 | 28 | 271 | 299 | 185 | 5·76 | Bengal. |
| 95th „ - - - | 8 | 62 | 124 | 186 | 119 | 4·1 | Bombay. |
| 96th „ - - - | 9 | 26 | 295 | 321 | 97 | 2·17 | Manchester, Curragh, Dublin. |
| 97th „ - - | 6 | 39 | 489 | 528 | – | – | Bengal. |
| 98th „ - - - | 12 | 11 | 110 | 121 | 90 | 3·81 | Bengal. |
| 99th „ - - - | – | – | – | – | – | – | China. |
| 100th „ - - | 12 | 28 | 313 | 341 | 45 | ·93 | Gibraltar. |
| 1st Batt. Rifle Brigade. | 12 | 63 | 254 | 317 | 60 | 1·61 | Aldershott, Dublin. |
| 2nd „ - | 8 | 27 | 175 | 202 | 106 | 3·86 | Bengal. |
| 3rd „ - | 12 | 54 | 466 | 520 | 128 | 2·58 | Bengal. |
| 4th „ - | 12 | 84 | 152 | 236 | 46 | 2·64 | Malta. |
| Total - - | – | 5019 | 23850 | 29162 | 10100 | – | |
| DEPÔT BATTALIONS. | | | | | | | |
| 1st „ - | 3 | – | 82 | 82 | 29 | 2·41 | Chatham. |
| 2nd „ - | 3 | 2 | 315 | 317 | 69 | 2·48 | |
| 3rd „ - | 3 | 1 | 236 | 237 | 53 | 2·0 | |
| 4th „ - | 12 | 68 | 69 | 137 | 47 | 2·65 | Canterbury. |
| 5th „ - | 8 | 13 | 175 | 188 | 70 | 2·04 | Parkhurst. |
| 6th „ - | 7 | 15 | 116 | 131 | 36 | 1·11 | Walmer. |
| 7th „ - | 12 | 3 | 473 | 476 | 126 | 1·07 | Winchester. |
| 8th „ - | 12 | 55 | 141 | 196 | 47 | 1·67 | Pembroke Dock. |
| 9th „ - | 12 | 5 | 260 | 265 | 130 | 1·03 | Colchester. |
| 10th „ - | 12 | – | 460 | 460 | 207 | 1·05 | |
| 11th „ - | 12 | 82 | 471 | 553 | 222 | 2·78 | Preston. |
| 12th „ - | 8 | 17 | 178 | 195 | 52 | 3·0 | Athlone. |
| 13th „ - | 9 | 109 | 523 | 632 | 237 | 1·88 | Birr. |
| 14th „ - | 9 | – | 311 | 311 | 141 | 2·25 | Belfast. |
| 15th „ - | 9 | 82 | 222 | 304 | 195 | 3·94 | Buttevant. |
| 16th „ - | 9 | 63 | 527 | 590 | 160 | 2·43 | Templemore. |
| 17th „ - | 9 | 46 | 674 | 720 | 497 | 2·42 | Limerick. |
| 18th „ - | 6 | 9 | 292 | 301 | 140 | 2·23 | Fermoy. |
| 19th „ - | 6 | 8 | 356 | 364 | 139 | 2·29 | |
| 20th „ - | 5 | 36 | 362 | 398 | 114 | 2·17 | Cork. |
| 21st „ - | 12 | 1 | 113 | 114 | 51 | 2·76 | Chichester. |
| 22nd „ - | 12 | 5 | 301 | 306 | 111 | 1·96 | Stirling. |
| 23rd „ - | 12 | 8 | 179 | 187 | 58 | 2·92 | Aberdeen. |
| Croydon (Guards) | 12 | 14 | 173 | 187 | 157 | 9·0 | |
| Kneller Hall - | 6 | 18 | 102 | 120 | 102 | 9·0 | |
| Total - - | – | 660 | 7111 | 7771 | 3190 | – | |
| COLONIAL CORPS. | | | | | | | |
| 1st West India Regiment. | 12 | 38 | 148 | 186 | 53 | 3·36 | Bahamas. |
| 2nd „ - | 3 | 8 | 22 | 30 | 6 | 2·0 | Jamaica. |
| 3rd „ - | 10 | 56 | 527 | 583 | 230 | 5·62 | Barbadoes. |

| Regiments. | No. of Months taken. | On School Books. | | | Average Number present Daily. | Average Instruction Weekly for Privates. | Stations, &c. |
|---|---|---|---|---|---|---|---|
| | | Non-Comd. Officers. | Privates and Trumpeters. | Total. | | | |
| | | | | | | hours. | |
| Ceylon Rifle Regiment. | 12 | 84 | 188 | 272 | 153 | 4·17 | |
| Cape Corps - | 10 | 6 | 40 | 46 | 17 | 2·11 | |
| Canadian Rifles - | 8 | 2 | 20 | 22 | 18 | 7·54 | |
| St. Helena Regiment. | 12 | 50 | 182 | 232 | 160 | 4·68 | |
| Newfoundland Companies. | 12 | 6 | 44 | 50 | 20 | 4·12 | |
| Malta Fencibles - | 12 | 29 | 107 | 136 | 15 | 1·75 | |
| Total - - | – | 279 | 1278 | 1557 | 672 | – | |
| ROYAL ARTILLERY. | 12 | 963 | 3768 | 4731 | 1565 | 3·2 | |
| ROYAL ENGINEERS. | | | | | | | |
| Chatham - - | 12 | 44 | 452 | 496 | 222 | 2·99 | |
| Aldershott - - | 12 | 10 | 119 | 129 | 46 | 1·84 | |
| Corfu - - | 12 | 1 | 19 | 20 | 11 | 3·43 | |
| Gibraltar - - | 12 | 38 | 31 | 69 | 29 | 1·86 | |
| Portsmouth - | 12 | – | 32 | 32 | 7 | 2·71 | |
| Woolwich - - | 12 | 4 | 55 | 59 | 22 | 2·31 | |
| Total - - | – | 97 | 708 | 805 | 337 | – | |

## APPENDIX IV.

TABLE showing the Number of Children in Regimental Schools receiving Instruction respectively from the Schoolmaster and Schoolmistress, and of those attending the Industrial Schools.

| Regiment. | Where stationed during the Period. | Under Schoolmaster. | | Under Schoolmistress. | | Total. | Attending Industrial Schools. |
|---|---|---|---|---|---|---|---|
| | | Boys. | Girls. | Boys. | Girls. | | |
| 1st Life Guards | London - - | 28 | 14 | 31 | 39 | 112 | 68 |
| 2nd „ - | London, Windsor | 24 | 23 | 23 | 23 | 93 | 54 |
| Horse Guards - | Windsor, London | 10 | 10 | 28 | 25 | 73 | 65 |
| 1st Drag. Gds. - | Madras - - | 19 | 7 | 21* | 21* | 68 | 20 |
| 2nd „ - | Bengal - - | 1 | 6 | 3 | 1 | 11 | 6 |

| Regiment. | Where stationed during the Period. | Under Schoolmaster. | | Under Schoolmistress. | | Total. | Attending Industrial Schools. | |
|---|---|---|---|---|---|---|---|---|
| | | Boys. | Girls. | Boys. | Girls. | | | |
| 3rd Drag. Gds. | Bombay - - | 5 | 6 | 6 | 7 | 24 | 15 | |
| 4th „ - | Brighton, Birmingham. | 9 | 10 | 11 | 9 | 39 | 23 | |
| 5th „ - | Aldershott, Brighton. | 14 | 7 | 14 | 12 | 47 | 21 | |
| 6th „ - | Bengal - - | – | – | – | – | – | – | |
| 7th „ - | Bengal - - | 14 | 7 | 8 | 5 | 34 | 12 | |
| 1st Dragoons - | Dublin - - | 7 | 5 | 6 | 5 | 23 | 24 | |
| 2nd „ - | Dublin - - | 16 | 8 | 22 | 7 | 53 | 37 | |
| 3rd Lt. Drag. - | Dundalk - | 6 | 5 | 13 | 10 | 34 | 33 | |
| 4th „ - | Dublin - - | 17 | 11 | 13 | 11 | 52 | 36 | |
| 5th „ - | Aldershott - | 9 | 5 | 13 | 18 | 45 | 26 | |
| 6th „ - | Bombay - - | 10 | 11 | 17 | 11 | 49 | 30 | |
| 7th Hussars - | Bengal - - | 5 | 7 | 2* | 5* | 19 | 12 | |
| 8th „ - | Bombay - - | 3 | 3 | 4 | 1 | 11 | 4 | |
| 9th Lancers - | Exeter, Aldershott. | 1 | 2 | 1 | 2 | 6 | 3 | |
| 10th Hussars - | Hounslow, Norwich. | 14 | 5 | 9 | 9 | 37 | 41 | |
| 11th „ - | Birmingham, Manchester. | 3 | 4 | 12 | 3 | 22 | 13 | |
| 12th Lancers - | York - - | 5 | 1 | 2 | 2 | 10 | – | |
| 13th Lt. Drag. - | Edinburgh - | 8 | 5 | 6 | 12 | 31 | 24 | |
| 14th „ - | Newbridge - | 11 | 6 | 8 | 8 | 33 | 23 | |
| 15th Hussars - | Newbridge, Cahir | 5 | 4 | 6 | 7 | 22 | 20 | |
| 16th Lancers - | Aldershott, Hounslow. | 8 | 6 | 21 | 14 | 49 | 23 | |
| 17th „ - | Madras - - | 9 | 10 | 2 | 3 | 24 | 9 | |
| 18th Lt. Drag. - | Aldershott - | 8 | 9 | 8 | 10 | 35 | 27 | |
| 1st B. Mil. Train | China - - | – | – | – | – | – | – | |
| 2nd „ - | Woolwich - | 4 | 4 | 8 | 7 | 23 | 8 | |
| 3rd „ - | Aldershott - | – | – | – | – | – | 9 | |
| 4th „ - | Shornecliffe - | 17 | 5 | 6 | 4 | 32 | 18 | |
| 5th „ - | Curragh - - | 4 | 3 | 3 | 3 | 13 | 9 | |
| 6th „ - | Dublin - - | – | – | – | – | – | – | |
| 7th „ - | Woolwich - | – | – | – | – | – | – | |
| Depôt - - | Horfield - - | – | – | – | – | – | – | |
| Depôt Cavalry - | Maidstone - | 21 | 12 | 5* | 6* | 44 | 13 | |
| Depôt - - | Canterbury - | 29 | 14 | 29 | 32 | 104 | – | Industrial school included in 4th Depôt Battalion School Report. |
| | Total - - | 343 | 229 | 358 | 331 | 1261 | 720 | |
| 1st Batt. Grenadier Guards. | London, Dublin | 9 | 5 | 7 | 6 | 27 | 22 | |
| 2nd „ - | London - - | 9 | 9 | 14 | 14 | 46 | 47 | |
| 3rd „ - | Dublin, London | 11 | 9 | 12 | 17 | 49 | 60 | |
| 1st Batt. Coldstream Gds. | London - - | 11 | 9 | 6 | 10 | 36 | 24 | |
| 2nd „ - | Windsor, London | 9 | 7 | 7 | 8 | 31 | 33 | |

| Regiment. | Where stationed during the Period. | Under Schoolmaster. | | Under Schoolmistress. | | Total. | Attending Industrial Schools. |
|---|---|---|---|---|---|---|---|
| | | Boys. | Girls. | Boys. | Girls. | | |
| 1st Batt. Fusilier Guards. | London - - | 31 | 24 | 13* | 10* | 78 | 32 |
| 2nd „ - | London, Windsor | 14 | 13 | 13 | 13 | 53 | 41 |
| 1st Bt. 1st Ft. | Madras - - | 11 | 13 | 13 | 4 | 41 | 16 |
| 2nd „ - | China - - | – | – | – | – | – | – |
| 1st Bt. 2nd Ft. | China - - | 8 | 8 | 5 | 9 | 30 | 15 |
| 2nd „ - | Corfu - - | 5 | 6 | 6 | 8 | 25 | 23 |
| 1st Bt. 3rd Ft. | Dover - - | – | – | – | – | – | – |
| 2nd „ - | Malta - - | 11 | 6 | 6 | 7 | 30 | 19 |
| 1st Bt. 4th Ft. | Bombay - - | 7 | 6 | 4 | 10 | 27 | 16 |
| 2nd „ - | Corfu - - | 2 | 6 | 4 | 11 | 23 | 16 |
| 1st Bt. 5th Ft. | Bengal - - | 6 | 6 | 2* | 2* | 16 | 12 |
| 2nd „ - | Mauritius - - | 3 | 1 | 6 | 7 | 17 | 3 |
| 1st Bt. 6th Ft. | Bengal - - | 3 | 4 | 4 | 2 | 13 | 10 |
| 2nd „ | Gibraltar - - | 9 | 7 | 9 | 8 | 33 | 34 |
| 1st Bt. 7th Ft | Bengal - - | 6 | 8 | 3* | 3* | 20 | 16 |
| 2nd „ - | Gibraltar - - | 4 | 3 | 10 | 10 | 27 | 23 |
| 1st Bt. 8th Ft. | Gosport - - | 9 | 6 | 14 | 4 | 33 | 30 |
| 2nd „ - | Gibraltar - - | 6 | 5 | 12 | 13 | 36 | 20 |
| 1st Bt. 9th Ft. | Corfu - - | 8 | 12 | 11 | 9 | 40 | 31 |
| 2nd „ - | Corfu - - | 14 | 8 | 8 | 5 | 35 | 10 |
| 1st Bt. 10th Ft. | Devonport, Aldershott. | 5 | 6 | 11 | 8 | 30 | 27 |
| 2nd „ - | Cape - - | 7 | 12 | 15 | 19 | 53 | 34 |
| 1st Bt. 11th Ft. | Portsmouth - | 10 | 12 | 30 | 18 | 70 | 26 |
| 2nd „ - | Portsmouth, Aldershott. | 9 | 4 | 7 | 15 | 35 | 35 |
| 1st Bt. 12th Ft. | New South Wales | 14 | 10 | 22* | 23* | 69 | 30 |
| 2nd „ - | Aldershott, Devonport. | 7 | 7 | 13 | 13 | 40 | 37 |
| 1st Bt. 13th Ft. | Bengal - - | 8 | 9 | 9* | 7* | 33 | 9 |
| 2nd „ - | Cape - - | 11 | 7 | 10 | 10 | 38 | 28 |
| 1st Bt. 14th Ft. | Jamaica - - | 10 | 8 | 7* | 7* | 32 | 4 |
| 2nd „ - | New Zealand - | – | – | – | – | – | – |
| 1st Bt. 15th Ft. | Curragh, Cork - | 7 | 10 | 16 | 15 | 48 | 33 |
| 2nd „ - | Malta - - | 10 | 2 | 12 | 12 | 36 | 26 |
| 1st Bt. 16th Ft. | Aldershott, Shorncliffe. | 16 | 14 | 8 | 15 | 53 | 55 |
| 2nd „ - | Curragh - - | 5 | 7 | 14 | 17 | 43 | 40 |
| 1st Bt. 17th Ft. | Quebec - - | 13 | 20 | 15* | 15* | 63 | 43 |
| 2nd „ - | Aldershott, Shorncliffe. | 6 | 8 | 10 | 8 | 32 | 29 |
| 1st Bt. 18th Ft. | Madras - - | 5 | 8 | 5* | 7* | 25 | 6 |
| 2nd „ - | Shorncliffe - | 16 | 8 | 20 | 15 | 59 | 47 |
| 1st Bt. 19th Ft. | Bengal - - | 10 | 13 | 14* | 15* | 52 | 21 |
| 2nd „ - | Aldershott, Portsmouth. | 9 | 6 | 7 | 12 | 34 | 35 |
| 1st Bt. 20th Ft. | Bengal - - | 3 | – | 6 | 4 | 13 | 13 |
| 2nd „ - | Curragh - - | 5 | 4 | 11 | 10 | 30 | 30 |
| 1st Bt. 21st Ft. | Barbadoes - | 28 | 15 | 12 | 14 | 69 | 41 |
| 2nd „ - | Aldershott, Shorncliffe. | 7 | 5 | 4 | 15 | 31 | 37 |
| 1st Bt. 22nd Ft. | Malta - - | 7 | 4 | 4 | 6 | 21 | 7 |
| 2nd „ - | Malta - - | 8 | 6 | 12 | 11 | 37 | 21 |

| Regiment. | Where stationed during the Period. | Under Schoolmaster. | | Under Schoolmistress. | | Total. | Attending Industrial Schools. |
|---|---|---|---|---|---|---|---|
| | | Boys. | Girls. | Boys. | Girls. | | |
| 1st Bt. 23rd Ft. | Bengal | 10 | 9 | 3* | –* | 22 | 9 |
| 2nd „ | Malta | 4 | 5 | 5* | 3* | 17 | 12 |
| 1st Bt. 24th Ft. | Bengal | 13 | 9 | 7* | 7* | 36 | 12 |
| 2nd „ | Mauritius | 2 | 1 | 10 | 4 | 17 | 16 |
| 1st Bt. 25th Ft. | Gibraltar | 14 | 8 | 17 | 12 | 51 | 23 |
| 2nd „ | Aldershott | 9 | 9 | 12 | 13 | 43 | 39 |
| 26th Foot | Dublin | 15 | 18 | 27 | 27 | 87 | 81 |
| 27th „ | Bengal | 23 | 22 | 6* | 14* | 65 | 34 |
| 28th „ | Bombay | 16 | 16 | 12* | 10* | 54 | 20 |
| 29th „ | Aldershott | 4 | 8 | 8 | 53 | 73 | 19 |
| 30th „ | Jersey | 15 | 23 | 25 | 20 | 83 | 72 |
| 31st „ | China | – | – | – | – | – | – |
| 32nd „ | Dover, Aldershott | 5 | 3 | 3 | 2 | 13 | 12 |
| 33rd „ | Bombay | 15 | 7 | 10 | 11 | 43 | 42 |
| 34th „ | Bengal | 8 | 7 | 3 | 2 | 20 | 9 |
| 35th „ | Bengal | 14 | 21 | 6 | 7 | 48 | – |
| 36th „ | Devonport, Dublin. | 3 | 5 | 8 | 12 | 28 | 28 |
| 37th „ | Bengal | 3 | 6 | 2 | 4 | 15 | 7 |
| 38th „ | Bengal | 6 | 8 | – | – | 14 | – |
| 39th „ | Bermuda | 14 | 12 | 4* | 5* | 35 | 21 |
| 40th „ | Melbourne | 12 | 11 | 22 | 26 | 71 | 52 |
| 41st „ | Aldershott | 22 | 12 | 24 | 22 | 80 | 47 |
| 42nd „ | Bengal | 12 | 18 | –* | –* | 30 | 18 |
| 43rd „ | Madras | 31 | 24 | 20* | 24* | 99 | 31 |
| 44th „ | China | – | – | – | – | – | – |
| 45th „ | Bradford, Aldershott. | 10 | 7 | 11 | 17 | 45 | 36 |
| 46th „ | Bengal | – | – | – | – | – | – |
| 47th „ | Dover | 17 | 11 | 9 | 9 | 46 | 30 |
| 48th „ | Bengal | 8 | 17 | 8* | 9* | 42 | 22 |
| 49th „ | Aldershott, Portsmouth. | 18 | 13 | 12 | 12 | 55 | 44 |
| 50th „ | Ceylon | 4 | 3 | 3 | 10 | 20 | 11 |
| 51st „ | Bengal | 14 | 16 | – | – | 30 | – |
| 52nd „ | Bengal | 38 | 29 | 17* | 13* | 97 | 37 |
| 53rd „ | Devonport | 2 | 2 | 3 | 6 | 13 | 10 |
| 54th „ | Bengal | 6 | 3 | 11 | 7 | 27 | – |
| 55th „ | Curragh, Aldershott. | 19 | 11 | 13 | 14 | 57 | 37 |
| 56th „ | Bombay | 8 | 2 | 1 | 5 | 16 | 3 |
| 57th „ | Bombay | 16 | 23 | 10* | 12* | 61 | 30 |
| 58th „ | Aldershott, Burnley, Sheffield. | 11 | 8 | 11 | 15 | 45 | 39 |
| 59th „ | Cape | 11 | 14 | 17 | 12 | 54 | 43 |
| 1st Batt. 60th Rifles. | Dover | 11 | 4 | 4 | 9 | 28 | 16 |
| 2nd Batt. „ | China | – | – | – | – | – | – |
| 3rd Batt. „ | Madras | 6 | 8 | 10* | 6* | 30 | 24 |
| 6th Batt. „ | Dublin, Curragh | 5 | 2 | 14 | 8 | 29 | 25 |
| 41st Foot | Plymouth | 6 | 8 | 5 | 6 | 25 | 21 |
| 62nd „ | Halifax, N.S. | 12 | 10 | 8 | 5 | 35 | 19 |
| 63rd „ | Halifax, N.S. | 20 | 6 | 12 | 16 | 54 | 21 |
| 64th „ | Bombay | 24 | 34 | 23** | 18** | 99 | 55 |

| Regiment. | Where stationed during the Period. | Under Schoolmaster. | | Under Schoolmistress. | | Total. | Attending Industrial Schools. |
|---|---|---|---|---|---|---|---|
| | | Boys. | Girls. | Boys. | Girls. | | |
| 65th Foot - | New Zealand - | 32 | 41 | –* | –* | 73 | 37 |
| 66th „ - | Madras - - | 7 | 8 | 4* | 3* | 22 | 8 |
| 67th „ - | China - - | – | – | – | – | – | – |
| 68th „ - | Madras - - | – | – | – | – | – | – |
| 69th „ - | Madras - - | 11 | 10 | 4 | 2 | 27 | 5 |
| 70th „ - | Bengal - - | 16 | 14 | 7* | 9* | 46 | 14 |
| 71st „ - | Bengal - - | 5 | 7 | 6 | 6 | 24 | 9 |
| 72nd „ - | Bombay - - | 7 | 4 | 17 | 7 | 35 | 9 |
| 73rd „ - | Bengal - - | – | – | – | – | – | – |
| 74th „ - | Madras - - | 21 | 22 | 9* | 17* | 69 | 61 |
| 75th „ - | Bengal - - | 15 | 14 | 9* | 9* | 47 | 13 |
| 76th „ - | Dublin, Waterford, Glasgow. | 16 | 4 | 22 | 24 | 66 | 5 |
| 77th „ - | Bengal - - | 2 | 2 | – | – | 4 | – |
| 78th „ - | Edinburgh - | 9 | 13 | 15 | 13 | 50 | 38 |
| 79th „ - | Bengal - - | 8 | 6 | 6 | 4 | 24 | 11 |
| 80th „ - | Bengal - - | 11 | 14 | 5* | 5* | 35 | 9 |
| 81st „ - | Bengal - - | 37 | 25 | 8* | 6* | 76 | 23 |
| 82nd „ - | Bengal - - | 11 | – | 14* | 12* | 37 | 6 |
| 83rd „ - | Bombay - - | 20 | 20 | 15* | 21* | 76 | 55 |
| 84th „ - | Sheffield, Manchester. | 18 | 17 | 23 | 27 | 85 | 45 |
| 85th „ - | Cape - - | 5 | 15 | 5 | 7 | 32 | 26 |
| 86th „ - | Aldershott, Newry | 6 | 6 | 7 | 7 | 26 | 27 |
| 87th „ - | Dublin - - | – | – | – | – | – | – |
| 88th „ - | Bengal - - | 5 | 2 | 5* | 11* | 23 | 19 |
| 89th „ - | Bengal - - | 4 | 5 | 2 | 5 | 16 | – |
| 90th „ - | Bengal - - | 2 | 2 | 2* | 6* | 12 | 2 |
| 91st „ - | Madras - | – | – | – | – | – | – |
| 92nd „ - | Bengal - - | – | – | – | – | – | – |
| 93rd „ - | Bengal - - | 19 | 9 | 3 | 4 | 35 | 23 |
| 94th „ - | Bengal - - | 2 | – | 6 | 7 | 15 | – |
| 95th „ - | Bombay - - | 2 | – | 2 | 2 | 6 | 2 |
| 96th „ - | Manchester, Curragh, Dublin. | 1 | 2 | 14 | 10 | 27 | 23 |
| 97th „ - | Bengal - - | 6 | 10 | – | – | 16 | – |
| 98th „ - | Bengal - - | 6 | 7 | 11* | 14* | 38 | 13 |
| 99th „ - | China - - | – | – | – | – | – | – |
| 100th „ - | Gibraltar - - | 11 | 7 | 12 | 6 | 36 | 27 |
| 1st Batt. Rifle Brigade. | Aldershott, Dublin. | 5 | 5 | 4* | 5* | 19 | 15 |
| 2nd „ - | Bengal - - | 6 | 5 | 2* | 3* | 16 | 5 |
| 3rd „ - | Bengal - - | 6 | 5 | 8* | 6* | 25 | 7 |
| 4th „ - | Malta - - | 4 | 7 | 5* | 3* | 19 | 10 |
| 1st W. India Rt. | Bahamas - - | 36 | 24 | 6* | 12* | 78 | 9 |
| 2nd „ - | Jamaica - - | 33 | 21 | 10* | 5* | 69 | – |
| 3rd „ - | Barbadoes - | 51 | 35 | 4 | 8 | 98 | 78 |
| Ceylon Rifles - | Ceylon - - | 217 | – | 24 | 6 | 247 | – |
| Cape Rifles - | Cape - - | 17 | 20 | 26* | 11* | 74 | 55 |
| Royal Canadian Rifles. | Canada - - | 160 | 155 | 158* | 161* | 634 | 361 |
| St. Helena Regt. | St. Helena - | 20 | 17 | 13 | 15 | 65 | 30 |
| R. Newfoundland Cos. | Newfoundland - | 16 | 9 | 12 | 17 | 54 | 39 |

| Regiment. | Where stationed during the Period. | Under Schoolmaster. | | Under Schoolmistress. | | Total. | Attending Industrial Schools. |
|---|---|---|---|---|---|---|---|
| | | Boys. | Girls. | Boys. | Girls. | | |
| R. Malta Fencibles. | Malta - - | 26 | – | – | – | 26 | – |
| | Total - - | 1887 | 1467 | 1418 | 1417 | 6249 | 3510 |
| 1st Depôt Batt. | Chatham - - | 19 | 16 | 24 | 19 | 78 | 36 |
| 2nd „ - | „ - - | 24 | 14 | 35 | 29 | 102 | 66 |
| 3rd „ - | „ - - | 29 | 13 | 43 | 35 | 120 | 93 |
| 4th „ - | Canterbury - | 7 | 11 | 23 | 20 | 61 | 20 |
| 5th „ - | Parkhurst - | 27 | 12 | 17 | 24 | 80 | 25 |
| 6th „ - | Walmer - - | 11 | 10 | 17 | 23 | 61 | 62 |
| 7th „ - | Winchester - | 30 | 17 | 32 | 37 | 116 | 42 |
| 8th „ - | Pembroke - | 9 | 11 | 23 | 23 | 66 | 38 |
| 9th „ - | Colchester - | 33 | 11 | 15 | 37 | 96 | 59 |
| 10th „ - | „ - | 11 | 11 | 24 | 34 | 80 | 57 |
| 11th „ - | Preston - - | 18 | 11 | 24 | 17 | 70 | 52 |
| 12th „ - | Athlone - - | 27 | 22 | 30 | 39 | 118 | 90 |
| 13th „ - | Birr - - | 32 | 11 | 27 | 19 | 89 | 58 |
| 14th „ - | Belfast - - | 36 | 34 | 31 | 35 | 136 | 101 |
| 15th „ - | Buttevant - | 27 | 20 | 19 | 21 | 87 | 60 |
| 16th „ - | Templemore - | 39 | 29 | 34 | 37 | 139 | 88 |
| 17th „ - | Limerick - - | 42 | 27 | 30 | 41 | 140 | 112 |
| 18th „ - | Fermoy - - | 40 | 27 | 36 | 45 | 148 | 107 |
| 19th „ - | | | | | | | |
| 20th „ - | Cork - - | 18 | 20 | 43 | 45 | 126 | 109 |
| 21st „ - | Chichester - | 12 | 11 | 14 | 11 | 48 | 46 |
| 22nd „ - | Stirling - - | 12 | 21 | 7 | 11 | 51 | 26 |
| 23rd „ - | Aberdeen - - | 10 | 21 | 6 | 11 | 48 | 29 |
| | Total - - | 513 | 380 | 554 | 613 | 2060 | 1336 |
| | Chatham (Invalids). | – | – | 18 | 16 | 34 | 23 |
| | Chinsura, Depôt | 43 | 38 | 29 | 22 | 132 | 41 |
| | Dublin - - | 54 | 40 | 34 | 35 | 163 | 140 |
| | Portsmouth - | 30 | 22 | 40 | 29 | 121 | 80 |
| | Shorncliffe - | 13 | 8 | 20 | 21 | 62 | 56 |
| | Sheerness - | 26 | 5 | 25 | 21 | 77 | 47 |
| | Total - - | 166 | 113 | 166 | 144 | 589 | 387 |
| Royal Engineers | - - - | 89 | 74 | 81 | 65 | 309 | 165 |
| Royal Artillery | - - - | 442 | 434 | 533 | 435 | 1844 | 934 |

## Appendix V.—(A.)

List of Garrison Libraries at Home, showing the Number of Volumes in each, and the Number of Subscribers during the Quarter last reported.

| Stations. | Volumes. | No. of Subscribers during the Quarter. | Stations. | Volumes. | No. of Subscribers during the Quarter. |
|---|---|---|---|---|---|
| Aberdeen | 712 | 266 | Maidstone | 692 | — |
| Alderney | 446 | 240 | Manchester, Hulme Barracks. | 744 | 155 |
| Aldershott S. Camp | 2,509 | 3,089 | „ Salford | 1,293 | 154 |
| „ N. Camp | 1,630 | 926 | Newcastle | 702 | — |
| „ Cavalry Barracks. | 800 | — | Newport, Monmouth | 802 | — |
| Ashton, Manchester | 592 | — | Norwich | 221 | 93 |
| Birmingham | 559 | 185 | Paisley | 493 | 176 |
| Bradford | 483 | — | Parkhurst, Isle of Wight. | 1,901 | 485 |
| Brecon | 585 | — | Pembroke | 1,719 | 746 |
| Brighton | 288 | 145 | Perth | 478 | 247 |
| Burnley | 97 | — | Plymouth | 1,306 | 527 |
| Bury | 300 | — | Portsmouth, Anglesea Bks. | 864 | 1,254 |
| Canterbury | 1,412 | 460 | „ Cambridge | 408 | 210 |
| Carlisle | 677 | — | „ Clarence | 726 | 328 |
| Chatham Garrison | 3,656 | 2,160 | „ Colewort | 1,160 | 203 |
| „ St. Mary's | 2,176 | 441 | Preston | 1,182 | 393 |
| Chester | 558 | — | Scarborough | 222 | — |
| Chichester | 1,271 | 292 | Sheffield | 860 | 271 |
| Colchester | 1,792 | 978 | Stirling Castle | 1,146 | 748 |
| Coventry | 347 | 537 | Shorncliffe | 1,117 | 545 |
| Devonport | 1,838 | 941 | Stockport | 356 | — |
| Dorchester | 432 | 79 | Sunderland | 485 | 9 |
| Dover Castle | 488 | 424 | Tilbury Fort | 743 | 107 |
| „ W. Heights | 849 | 756 | Tynemouth | 500 | 55 |
| Dundee | 587 | — | Walmer | 1,058 | 246 |
| Edinburgh Castle | 1,270 | 483 | Weedon | 1,624 | 416 |
| „ Piershill | 556 | 230 | Weymouth | 313 | 127 |
| Exeter | 455 | 107 | Winchester | 1,632 | 805 |
| Fort George, N.B. | 918 | 290 | Windsor | 394 | — |
| Glasgow | 1,047 | 258 | Woolwich, Hut Bks. | 500 | — |
| Gosport, New Barracks | 456 | 549 | „ Arsenal | 570 | — |
| „ Old Barracks | 344 | — | Yarmouth | 797 | — |
| Guernsey | 1,177 | 231 | York | 592 | 271 |
| Hamilton | 447 | 122 | | | |
| Horfield, Bristol | 810 | 287 | | | |
| Hounslow | 473 | — | | | |
| Ipswich | 661 | 279 | | | |
| Isle of Man | 463 | 35 | | | |
| Jersey | 1,030 | 365 | | | |
| Leeds | 947 | 181 | Athlone | 1,161 | 898 |
| Liverpool | 460 | — | Ballincollig | 712 | 365 |
| London, Tower | 393 | 91 | Belfast | 1,240 | 668 |
| „ Turnham Green. | 87 | 34 | Birr | 1,508 | 1,129 |
| | | | Buttevant | 1,290 | 484 |

| Towns. | Volumes. | No. of Subscribers during the Quarter. | Stations. | Volumes. | No. of Subscribers during the Quarter. |
|---|---|---|---|---|---|
| Curragh, East - | 1,315 | 380 | Fermoy, Old Bks. - | 1,352 | 419 |
| „ West - | 1,196 | 763 | Galway - - - | 692 | 79 |
| Cahir - - - | 611 | 107 | Island Bridge - | 302 | 200 |
| Castlebar - - - | 683 | — | Kilkenny - - | 969 | 123 |
| Clonmel - - - | 1,056 | 389 | Kinsale - - - | 660 | 55 |
| Cork - - - | 1,766 | 678 | Limerick, New Bks. | 2,047 | 1,476 |
| Cavan - - - | 104 | 20 | „ Old Bks.- | 430 | 365 |
| Carlow - - - | 74 | 42 | Longford - - | 522 | 240 |
| Dublin, Linen Hall - | 1,110 | 48 | Londonderry - - | 587 | 52 |
| „ Portobello - | 1,305 | 398 | Mullingar - - | 845 | 23 |
| „ Pigeon-House | 1,457 | 70 | Naas - - - | 610 | 30 |
| „ Richmond - | 1,211 | 327 | Newry - - - | 735 | 30 |
| „ Royal Barracks | 1,156 | 186 | Newbridge - - | 815 | 404 |
| „ Ship Street - | 505 | 200 | Parsonstown - - | 1,352 | — |
| „ Beggars Bush | 425 | 317 | Spike Island - - | 696 | 85 |
| Dundalk - - - | 500 | 230 | Templemore - - | 1,302 | 640 |
| Ennis - - - | 99 | — | Tralee - - - | 589 | 73 |
| Enniskillen - - | 800 | 74 | Waterford - - | 938 | 56 |
| Fermoy, New Bks. - | 999 | 1,636 | Wicklow - - - | 80 | 145 |

## Appendix V.—(B.)

Return of Stations Abroad at which Libraries have been established, showing also the Number of Volumes in each Library.

| Stations. | Vols. | Stations. | Vols. |
|---|---|---|---|
| Quebec | 1,694 | Bathurst | 552 |
| Montreal | 1,900 | St. Helena | 1,056 |
| Kingston | 1,195 | Cape Town | 986 |
| Toronto | 904 | Grahams Town | 918 |
| Halifax, S. Barracks | 1,030 | Fort Beaufort | 278 |
| „ Citadel | 1,100 | King Williams Town | 798 |
| St. John's, N.B. | 800 | Port Natal | 702 |
| Fredericton, N.B. | 800 | Fort Hare | 465 |
| Bermuda, St. George's | 1,292 | Mauritius, Port Louis | 2,529 |
| „ Ireland Isle | 894 | Sydney, N.S.W. | 1,898 |
| Bahamas, Nassau | 254 | Auckland, N. Zealand | 1,234 |
| Barbadoes | 2,578 | Wellington, „ | 793 |
| Demerara, Berbice | 134 | Taranaki, „ | 300 |
| Trinidad | 1,148 | Wanganui, „ | 300 |
| Gibraltar, N. District | 1,817 | Napier, „ | 200 |
| „ S. District | 1,538 | Victoria, Melbourne | 800 |
| Corfu | 1,907 | Hong Kong | 2,000 |
| Cephalonia | 756 | St. Lucia | 636 |
| Zante | 876 | Jamaica, Newcastle | 1,087 |
| Malta, Lower St. Elmo | 737 | „ Kingston | No Returns. |
| „ Strada Torri | 656 | „ Maroontown | |
| „ Isola Gate | 339 | „ Falmouth | |
| „ Fort Ricasoli | 535 | Ceylon, Galle | |
| „ Verdala | 551 | „ Trincomalee | |
| „ Floriana | 632 | „ Columbo | |
| Africa, Sierra Leona | 579 | „ Kandy | |
| „ Cape Coast | 581 | Isle aux Noix | |

## Appendix VI.—No. 1.

### Examination of Candidates for Admission to the Normal School, Chelsea.—January 1861.

### ARITHMETIC.

1. Add all the following sums together:—

| £ | s. | d. | £ | s. | d. | £ | s. | d. |
|---|---|---|---|---|---|---|---|---|
| 321 | 19 | 11 | 432 | 9 | 5½ | 543 | 14 | 7 |
| 634 | 10 | 9¼ | 765 | 6 | 4 | 876 | 11 | 10½ |
| 864 | 13 | 4¼ | 531 | 9 | 11½ | 167 | 7 | 6 |
| 219 | 11 | 8¼ | 176 | 8 | 10 | 98 | 17 | 3½ |

2. The valued rents of a parish are 5,070*l.* 16*s.* 8*d.*, and the poor-rate on the whole is 405*l.* 13*s.* 4*d.* What is the rate on 45*l.* 12*s.* 9*d.*?

3. The carriage of 150 feet of wood, weighing 3 stone per foot, was 3*l.* 10*s.* for 40 miles. What will be the cost of carrying 54 feet of marble, weighing 8 stone per foot, for 25 miles?

4. Which is the greatest, and which is the least, of the fractions $\frac{2}{3}$, $\frac{3}{4}$, $\frac{7}{9}$, $\frac{5}{10}$?

Find the product of the first and the last, and also the product of the second and the third, of these factions, and then find the difference between these products.

5. What decimal of a square mile is an acre?

6. Divide ·01 by 1·01.

7. Find the interest (within a penny) on 3,759*l.* 17*s.* 6*d.* at 19*s.* 9¾*d.* per cent.

### SCRIPTURE KNOWLEDGE.

1. What was Noah's prophecy concerning his three sons? Who were the descendants of Canaan? and how were they settled?

2. Give a short account of Joseph; and show in what respects he was a type of the Lord Jesus Christ.

3. Give some instances of answers to prayer, both in the Old and the New Testament.

4. Who are described as blessed in the sermon on the Mount?

5. What is the Scriptural contrast between the broad and the narrow way

6. Describe the parable of the ten virgins; state on what occasion it was delivered, and what Christian duty it is intended to enforce.

7. Give a short account of St. John the Baptist.

### ENGLISH GRAMMAR.

1. Give a definition and an example of each of the following parts of speech:—Pronoun, adverb, and preposition.

Give an example of *a common noun*, of *a proper noun*, of *an abstract noun*, of *a collective noun*, of *a numerical adjective*, and of *a distributive adjective*.

2. Give a list of nouns having two distinct plural forms; and write down the plural of each of the following nouns:—*hero, two, talisman, salmon, knight-errant, handful.*

3. Explain the terms *number*, *gender*, and *case*. Give a few examples illustrative of the various ways in which the distinction of *gender* is expressed in the English language.

4. Explain the terms *mood* and *tense*. Write down *the past tense* and *the perfect participle* of each of the following verbs :—*lie* (*to rest*), *lay*, *send*, *lose*, *shine*, *swim*.

5. Parse the following sentences :—

"Novelty is not the only source of zeal."

"The martyrs evinced such an ecstasy of fortitude, as not only exceeded the powers, but almost overflowed the very capacities, of nature."

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## ENGLISH HISTORY.

1. Relate briefly the history of Alfred the Great.

2. Name the Norman kings of England ; state what claims each had to the throne ; and give a short account of the way in which those claims were respectively enforced.

3. By what English kings were Ireland, Wales, and Scotland respectively reduced ?

Write a brief history of each of the above-named conquests.

4. Mention the chief events of the reign of Henry VIII.

5. Give a short account of the life of Oliver Cromwell.

6. Assign an event to each of the following dates in English history :—449, 800, 1138, 1346, 1649, 1688, 1745.

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## GEOGRAPHY.

1. Write the names of the continents, and of the *principal* chain of mountains in each continent.

2. State the *general* direction of the course of each of the following rivers :—*Thames*, *Seine*, *Ganges*, *Nile*, *Mississippi*, *Jordan*. Arrange these names in a succession corresponding to the comparative lengths of the rivers.

3. Name one town situated on each of the rivers (except the last) mentioned in the second question.

4. Give the following particulars respecting the towns mentioned below :—

(1.) The name of the country in which each is situated.

(2.) The name of the river on which each is situated.

(3.) The name of the sea (or other water) into which each river flows.

*Liverpool*, *Shrewsbury*, *Plymouth*, *Dublin*, *Perth*, *St. Petersburg*, *New York*.

5. Vessels arrive in the port of London from the following places :—*Cork*, *St. Petersburg*, *Constantinople*, *Bombay*, *Melbourne* (home by way of Cape Horn).

Give the following particulars respecting each of these vessels :—

A. The seas she has navigated.

B. The straits she has passed through, and the principal capes she has doubled.

C. Any of the objects of which her cargo may probably consist.

6. No part of Canada is in a higher northern latitude than the basin of the Thames, but the heat of the summer and the length and severity of the winter are much greater in the former district than in the latter. State one or more of the principal circumstances on which these differences of climate depend.

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## Appendix VI.—No. 2.

Examination of the First Division of Students at the Normal School, Chelsea,—December 1860.

### ARITHMETIC AND MENSURATION.

Rev. Canon Heaviside, M.A.

1. It is calculated that an income tax of one penny in the pound would produce a revenue of 1,000,000*l.* What is the taxable income of the United Kingdom?

2. In the civil year, 97 days are intercalated in 400 years. What is the average length of the year; find the difference between that average and $365\frac{1}{4}$ days.

3. A metre is 39·37 inches; find the number of cubic feet in a cube whose side is a metre.

4. What income will 395*l.* 12*s.* 6*d.* produce, when invested in the three per cents. at 90?

5. Extract the square root of (1) 14412·0025; (2) ·081; (3) $2\cdot\dot{7}$.

6. Show that the fraction

$$\frac{7+11+13}{8+12+15}$$

lies between the greatest and least values of the fractions $\frac{7}{8}$, $\frac{11}{12}$, $\frac{13}{15}$.

Express $\frac{2}{5}$ of the rectangle, one side of which is 150 yards and the other side 121 yards, as the fraction of an acre.

7. In a circular riding school of 100 feet in diameter, a circular ride, within the outer edge, is to be made of a uniform width of 10 feet; find the cost of doing this at 4*d.* per square foot.

8. The section of a cone through its vertex perpendicular to its base is an equilateral triangle, having 30 feet in each side; find the solid content of the cone itself.

9. A cubic foot of brass is to be drawn into a wire $\frac{1}{40}$ of an inch in diameter; what will be the length of the wire?

### ALGEBRA.

Rev. Canon Heaviside, M.A.

1. Multiply

$$x^2+y^2+z^2-xy-xz-yz \text{ by } (x+y+z),$$

and divide

$$x^3+y^3+3xy-1 \text{ by } (x+y-1).$$

2. Reduce to its lowest terms

$$\frac{35x^3-13x^2-2x-8}{30x^3-19x^2+x-4}$$

Prove

$$\frac{1}{(a^{\frac{1}{2}}-b^{\frac{1}{2}})(x^{\frac{1}{2}}-a^{\frac{1}{2}})}+\frac{1}{(b^{\frac{1}{2}}-a^{\frac{1}{2}})(x^{\frac{1}{2}}-b^{\frac{1}{2}})}=\frac{1}{x-(a^{\frac{1}{2}}+b^{\frac{1}{2}})x^{\frac{1}{2}}+a^{\frac{1}{2}}b^{\frac{1}{2}}}$$

3. Solve the following equations:

(1) $\left.\begin{aligned}\frac{x}{2}+\frac{y}{3}&=7\\ \frac{x}{3}-\frac{y}{8}&=\frac{1}{2}\end{aligned}\right\}$.

(2) $\frac{7x+16}{21}-\frac{x+8}{4x-11}=\frac{x}{3}$.

(3) $\frac{1}{x-1}+\frac{1}{x-4}=\frac{2}{x-3}$.

4. Find a number consisting of two digits such that the digit in the unit's place is double the other, and if the number be subtracted from 99 the digits will change places.

5. Find ($s$) the sum of a series in geometrical progression whose first term is ($a$), last term ($l$), and common ratio ($r$); and if $s_2$ be equal to the sum of the squares of the terms of the same series prove $\frac{s_2}{s} = \frac{lr+a}{r+1}$.

6. Show how to extract the square root of the binomial surd, one of whose terms is rational and the other a quadratic surd:

$$Ex. \quad 28 - 10\sqrt{3}.$$

7. Find the number of combinations of ($n$) things taken 3 at a time, and show that the number is the same when taken ($n-3$) at a time.

The number of combinations of ($n$) things taken 4 together is to the number taken 2 together as 15 to 2, find ($n$).

8. In an expanded binomial ($n$) a whole number, prove

(1) The number of terms is ($n+1$).

(2) The sum of the coefficients of the odd terms is equal to the sum of the coefficients of the even terms

Expand $\frac{1}{(1-x)^2}$ and write down the $(2p+1)^{\text{th}}$ term.

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## LOGARITHMS AND TRIGONOMETRY.

REV. CANON HEAVISIDE, M.A.

1. What is the mantissa of a logarithm? Explain why, from the nature of logarithms, $\log_{10} 72{\cdot}15$ and $\log_{10} 721560$ have the same mantissa.

2. If $\log_{10} 3 = {\cdot}477121$ and $\log 7 = {\cdot}845098$, find without the tables $\log_{10} (21)^{\frac{1}{2}}$, $\log_{10} (2{\cdot}3)^5$.

Find by the tables

(1) $(34)^{\frac{1}{2}} \times (24{\cdot}68)^{\frac{1}{3}}$

(2) A fourth proportional to $254{\cdot}5$, $4000{\cdot}6$, ${\cdot}028$.

3. Define the secant of an angle, and trace its sign and extreme values from 0 to 180°.

Prove—

(1) $\sec \overline{90 - A} = \text{cosec } A.$

(2) $1 + (\tan A)^2 = (\sec A)^2.$

Given

$$\sin A = \frac{\sqrt{3}}{2} \text{ find } \tan A \text{ and } \tan \frac{A}{2}$$

4. Prove the following forms:

(1) $\sin 2A = 2 \sin A \cos A$

(2) $\sin (A+B) \sin (A-B) = (\sin A)^2 - (\sin B)^2.$

(3) $\tan (A-B) = \frac{\tan A - \tan B}{1 + \tan A \,.\, \tan B} \times$

What does (3) become, if $A = B - 90$?

5. In a right angled triangle, C the right angle; given $A = 18° 45'$, $AB = 4320$; find AC.

6. Show how to solve a plane triangle, when two sides and an inclined angle are given.

Given $AB = 42{\cdot}6$ $AC = 35{\cdot}4$ $A = 50° 16'$; find B and C.

7. AC is the diameter of a circle and diagonal of a quadrilateral ABCD inscribed in it;

Given AB = 30 feet
BC = 40 „
CD = 20 „

find AD and the area of the quadrilateral.

8. From each of two ships half a mile apart, it is found that the angles subtended by the other ship and a fort are respectively 56° 19′ and 63° 41′; find the distance of either ship from the fort.

9. A pyramid has four equilateral triangles for its four faces, with 20 feet in each side; find the content of the pyramid, and the inclination of any two of its plane faces.

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## EUCLID.

### Rev. Canon Heaviside, M.A.

1. Define a 'figure.' Define a 'parallelogram.' What properties of parallelograms are proved in Euclid's first book?

Upon a given straight line as a diagonal, describe a rhombus, whose sides shall be equal to the diagonal.

2. Any two sides of a triangle are together greater than a third side.

Find a line equal to the difference between the sum of two sides of a triangle and the third side.

3. In a right angled triangle, the square which is described on the side subtending the right angle is equal to the squares described upon the sides which contain the right angle.

4. If a straight line be divided into any two parts, the rectangle contained by the whole and each of the parts is equal to the square of the whole line.

Will the same proposition be true if the line be divided into any three parts?

5. In obtuse angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square of the side subtending the obtuse angle is greater than the squares of the sides containing the obtuse angle by twice the rectangle contained by the side upon which when produced the perpendicular falls, and the distance between the perpendicular and the obtuse angle.

6. In equal circles, equal angles at the centres stand upon equal circumferences, *i.e.* if the angles be given equal, the circumferences on which they stand will be equal also.

7. If two straight lines cut one another within a circle, the rectangle contained by the segments of one of them, is equal to the rectangle contained by the segments of the other.

Prove this in the case in which one line, the diameter, cuts the other, but not at right angles.

8. Describe an isosceles triangle in which each angle at the base is double the third angle.

In Euclid's construction, show that two such triangles are described.

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## MECHANICS.

### Rev. Canon Heaviside, M.A.

1. If a constant pressure of ($p$) pounds be exerted through ($s$) feet, examine the definitions and steps by means of which we express the work done as $ps$.

How many 'horse power' would be required to raise 4,000 cubic feet of water per hour from a mine whose depth is 300 fathoms?

2. It being given that a man working with a pulley can perform 1,560 units of work per minute, how many tons of coals could he raise from a pit so working for six hours a day, the depth of the pit being 20 fathoms, and how much per ton should he be paid to earn 4*s.* a-day?

3. State and prove the method for determining the work done in raising material of a given form from one level to another.

The perpendicular height of a pyramid with a square base is 20 feet; there are 144 square feet in the base, the weight of a cubic foot of the material of which the pyramid is composed is 100 lbs., find the work necessary to overturn the pyramid about one of the edges of its base; how many horse power would be required to do it in five minutes?

4. What is meant by the "useful work" of a machine; how is it related generally to the work applied?

The diameter of the piston of an engine is 80 inches, the mean pressure of the steam 12 pounds per square inch, the length of the stroke is 10 feet, the number of strokes per minute is 11, how many cubic feet of water will it raise per minute from a depth of 250 fathoms, the modulus of the machine being ·6?

5. State and investigate the condition of equilibrium on a lever. How is the weight of a uniform lever taken into account? Give examples of the three kinds of levers, and state in which of them (1) there may not be, (2) there cannot be a mechanical advantage.

In a lever, 12 inches long, weighing 4 ounces, where must the fulcrum be placed so that a weight of 20 ounces at one end may balance 9 ounces at the other?

6. Define the centre of gravity, and find generally the centre of gravity of a triangle.

An equilateral triangle weighs 8 ounces, weights of 6, 8, 10 ounces are placed in three angles of the triangle, find the centre of gravity of the whole.

7. How is the work accumulated in a moving body estimated? What is the work accumulated in a cannon ball of 100 pounds, moving with a velocity of 3,220 feet per second?

8. Explain generally how to determine the point of rupture of an arch. What are the intrados and extrados of an arch? Show also how to determine the horizontal thrust. Given the dimensions of the piers, show how to ascertain whether they will stand or fall. Illustrate, if you please, by any numerical example.

9. Define specific gravity. If a body be immersed in water, state generally the property from which its specific gravity may be ascertained.

The weights of two globes are as 9 to 25, and their specific gravities as 15 to 9. Compare their diameters.

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## ENGLISH GRAMMAR.

1. Explain the terms: *Personal pronoun, Collective noun, Verbal noun, Possessive case, Objective case, Defective verb, Intransitive verb, Auxiliary verb.* Give an example of each.

2. What is meant by the terms: *Syntax, Accidence, To parse, Nominative absolute, Apposition, Italics, Parenthesis, Figure of Speech?* Give an example of each.

3. Parse the following sentence: "Merely touch the surface of the ink with the corner of a bit of blotting paper, and you will observe the liquid to start instantly towards the paper, and rise in its pores."

4. In how many different ways is the plural of nouns formed? Give an example of each.

5. Is the past participle always formed in the same way? Give examples.

6. Explain the formation of feminine from masculine nouns, and of the diminutive nouns. Give examples.

7. Point out and correct any errors in the following: *Who of the two is successful? It is him. I know neither the one or the other. Neither he nor the other have done it. He as well as the other know it. If he allowed me, I should have been present.*

## ENGLISH HISTORY.—1st Division.

1. Write accounts of any five remarkable personages who flourished in England before the Norman Conquest.

2. Mention the English possessions in France during the reigns of William the Conqueror, Henry II., Edward III., and Henry V.

3. Describe briefly the wars between England and Scotland in the reigns of Edward I., Edward II., Edward III., Henry VIII., and Edward VI.

4. Account for the misfortunes of Edward II., Richard II., Henry VI., Charles I., and James II.

5. Write short accounts of Falkland, Vane, Hampden, Clarendon, Prince Rupert, and Shaftesbury.

6. Name the principal actions in which Drake, Blake, Cromwell, Marlborough, Rodney, Howe, Duncan, and Nelson were engaged, and the commander of the enemy on each occasion.

7. Enumerate the six most dangerous rebellions or plots described in English History, and state shortly the cause and result of each.

8. What do you consider the most prosperous, and what the most calamitous period in our history, in the time between the accession of Henry IV. and the death of Queen Anne? Give reasons for your selection.

9. Give the dates of the accession of Richard I., battles of Agincourt, Bosworth, and Flodden, Gunpowder Plot, Execution of Charles I., Oates's Popish Plot, rising in Scotland under the Old and under the Young Pretender, Peace of Utrecht and of Amiens, and battle of Waterloo.

## GEOGRAPHY.

1. Explain the terms: *Physical Geography, Axis, Tropics, Degree, Parallel of Latitude, First Meridian*; and state the exact shape of our globe.

2. Explain the terms: *Group of Mountains, Chain of Mountains, Savannahs, Table-land, Ocean, Tributary, Watershed, Estuary, Delta.* Give an example of each.

3. Name the principal mountain ranges in Russia, Spain, Italy, Norway, North America, North Africa; and describe generally the direction of them.

4. What are the chief productions, animal, vegetable, or mineral, of Russia, Spain, Canada, Brazil, Cape of Good Hope, Persia, Australia?

5. Describe the situation of the Society Islands, Azores, Hecla, Chimborazo, Rio Janeiro, Hayti, the Windward Islands, Cape Breton, Lima, Siam, the Amazon, Texas, Teheran, Herat.

6. Name the States composing the American Union, and the capital of each; and describe the political constitution of the United States.

7. What are the boundaries of France Holland, Prussia, Austria, and the Turkish Empire?

8. State the situation of Tasmania, Natal, Aden, Vancouver's Island, Melbourne, St. Helena, Valetta, Corfu, Heligoland, Mauritius.

9. What counties are drained by the Wye, Trent, Ouse, Tay, and Shannon, respectively?

10. What towns and districts in England are noted particularly for the production of wheat, cider, hops, manufactured cotton and wool, coal, copper, hardware, silk-weaving? Name the three chief mercantile cities in Great Britain.

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## INDIAN AND COLONIAL HISTORY.—1st Division.

1. Enumerate, in the order of acquisition, the chief British possessions in the West Indies.

2. Enumerate the British possessions in Africa and in Asia (excepting Hindostan); and state how they severally fell into our hands.

3. What varieties of race and religion are comprised within the British dominions abroad?

4. Name the principal provinces composing the Presidencies of Bengal, Madras, and Bombay, in the order in which they were severally acquired.

5. Name the East Indian possessions of other European nations, and the chief native powers which still remain wholly or partially independent.

6. Describe the exploits of Clive, Eyre Coote, Lake, Baird, and Harris, and the administration of Warren Hastings and Lord Cornwallis in India.

7. Give some account of Surajah Dowlah, Hyder Ali, Tippoo Sultan, Lally and Dupleix.

8. Describe the situation of Plassey, Benares, Seringapatam, Assaye, Delhi, Lahore, Fort St. George; and the events, with dates, for which the first four places are memorable.

9. What different kinds of religious belief are prevalent in Hindostan? What is meant by *Caste?* How many divisions of caste are there?

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## HISTORY OF ROME.

1. Give some account of Servius Tullius, Cincinnatus, Appius Claudius, Pyrrhus, Sertorius, Catiline, Marcus Porcius Cato.

2. What magistrates at Rome were charged respectively with the superintendence of public morals, administration of justice, command of the army, protection of popular privileges, care of the public safety in times of extreme danger, maintenance of public buildings? Name any eminent persons who at different times held these offices.

3. State the causes and results of the Samnite, Volscian, Jugurthine, Social, and Piratic wars, naming the commanders who were most conspicuous in those contests.

4. How did Rome gain possession of Syracuse, Macedonia, Numidia, Palestine, Gaul, Egypt?

5. Describe Hannibal's Campaigns in Italy, and account for his eventual failure.

6. Write brief accounts of some of the most celebrated leaders of the Patrician and Plebeian parties.

7. Describe shortly the battles of Lake Regillus, the Trasimene Lake, the Ægatian Isles, Pydna, Orchomenus, Pharsalia, and the sieges of Veii, Carthage, and Numantia.

8. Sketch the course of the quarrel between Marius and Sulla; and of that between Cæsar and Pompey. Which of these chiefs were aided by the aristocracy?

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## HISTORY OF GREECE.

1. What do you know about Theseus, the Return of the Heracleids, Aristomenes and Aristodemus the Messenians, Clesthenes the Athenian, Crœsus, Cyrus?

2. What did Aristides, Pausanias, Cimon, Agesilaus, and Xenophon effect against the Persians?

3. On what occasions do we find Platæa, Sardis, Paros, Ithome, Amphipolis, Melos, Mantinea, and Olynthos mentioned in the history of Greece?

4. Mention the chief incidents in the Peloponnesian War which were favourable to the Athenians and the Spartans respectively.

5. Account for the persecution of Hippias, Miltiades, Themistocles, Alcibiades, Socrates, Demosthenes.

6. When, and why did the Syracusans, Ætolians, Achæans, Thebans, Phocians, Corcyæans, occupy an especially conspicuous position among Greeks?

7. Give some account of the Peace of Nicias, Peace of Antalcidas, the oligarchy established by Peisander, Sacred Wars, Alexander's successors.

8. Write short accounts of the chief poets, historians, and philosophers of Greece, selecting two or three in each class.

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## CHEMISTRY.

1. Apply sulphuric acid to the generation of hydrogen, oxygen, and chlorine, describing the chemical reactions by which their production is effected; and give the names and composition of the compounds which the latter element forms with the other two.

2. A certain quantity of oxide of copper (CuO. *Eq.* 40) has furnished, upon being heated in a current of dry hydrogen, 325 grains of metallic copper. How many cubic inches of hydrogen were required to reduce the oxide of copper; how much of the oxide was employed; what quantity of the second product of this experiment should be obtained, and how would you proceed to determine its weight? (100 *cubic inches of hydrogen weigh* 2·14 *grains.*)

3. What is the difference between a hard and a soft water? How do you account for the softening of a hard water by boiling? Do you know of any other method of softening it?

4. Describe and explain some processes in which sulphuric acid is applied to the preparation of carbonic acid, sulphurous acid, and hydrochloric acid. What are the composition and important properties of each gas?

5. Name the elements of which chlorine is the type; give some account of their occurrence in nature, and mention some characteristic property of each.

6. Explain the production of carbonic oxide in the fire of a common grate, and state by what tests you would identify carbonic oxide and carbonic acid, when in a state of admixture.

7. Give the usual processes for obtaining marsh gas, and olefiant gas. What are their composition and important properties, and what volume of oxygen is required for the complete combustion of one volume of each gas?

8. In what way do you account for the fearful explosions which are of frequent occurrence in coal mines? Describe one or two of the most important measures which have been proposed for their prevention.

9. Nitric acid of the specific gravity 1·5 contains 79·7 per cent. of anhydrous acid ($NO_5$). What weight of acid of this strength, and of silver, would be required by theory for the production of 1,000 grains of nitrate of silver?

*Equivalents: Nitrogen,* N 14; silver, Ag 108.

10. Enumerate the most important chemical and physical properties of sulphur. What are its sources, and how is it obtained and purified for commerce?

11. Give an explanation of the phenomenon of hoar frost, pointing out the conditions most favourable to its production, and the reasons why it is deposited more readily upon some objects than upon others.

12. Compare a vessel of polished metal, one of the same kind which has been blackened over a fire, and one of white earthenware, as regards their powers of conducting, reflecting, and radiating heat.

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## SCRIPTURE KNOWLEDGE.

1. Who was Amalek? Who prophesied of the destruction of the Amalekites, and by whom were these predictions fulfilled?

2. What were the names of the kings who made war against the Gibeonites for making peace with Joshua? State the events that occurred when they were defeated.

3. Give a full account of the taking of Ai, with the date; and state why the children of Israel were not successful when they first went up against that place.

4. Where were the following places situated, viz., Bethel, Hebron, Gilgal, Rephidim, and Kadesh-barnea? State what remarkable events occurred there.

5. Which of our Lord's apostles said to him, "Lord, we know not whither thou goest, and how can we know the way?" Give our Lord's answer to this question, and explain it.

6. Who dwelt at Bethany, and what remarkable events took place there?

7. Mention some of the principal towns that St. Paul visited in his second apostolic journey, and the circumstances that occurred at each place.

8. State some of the principal miracles which were performed by the apostles as recorded in the Acts.

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## FORTIFICATION.

1. Give a very brief description of the mode of fortifying a town in early periods; what led to a change; and in what particulars that change consisted.

2. For what reason will the recent improvements in fire-arms allow of the exterior side in fortification being considerably longer than it was usually made by Vauban, and will its increased length admit of a greater relief being given to the works than heretofore?

3. Why is it better to fortify on a many-sided polygon than on an inferior one; and would you allow the same length to the perpendicular in all polygons, and why?

4. Describe outworks, advanced works, and detached works; and state to which order the ravelin belongs, and the object of that work.

5. State the advantages and disadvantages of earth-works.

6. Draw the profile of a field work, giving the dimensions of its several parts supposing it to be constructed to resist ordinary field artillery (9-pounders).

7. If required to construct a square redoubt to contain a given number of men and guns, how would you determine the length of its side?

8. How would you calculate the quantity of earth required for a field work?

9. What names are given to the principal works constructed by the besieger?

10. How many kinds of sap are there? and describe the mode of forming them respectively.

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## MUSIC.

1. A person may have an extensive knowledge of musical theory, and be thoroughly conversant with the various characters used in musical notation, but if the ear has not been sufficiently trained to distinguish between the various sounds of the scale, such person will not be able to sing. Therefore, in teaching singing, you would, before introducing the subject of musical notation and theory, train the ear to distinguish the difference between the several sounds of the scale, and you would explain the mental effect of each sound in its relationship to the key note.

State briefly what plan you would adopt for the purpose.

2. Having trained the ear, you will next proceed to educate the eye. State, therefore, what characters are used in musical notation to represent to the eye: 1st, the pitch of a sound; 2ndly, its duration; and 3rdly, the duration of silence.

3. Having exercised the ear and eye alternately, explain how you would apply the scale diagram to the stave with the view of exercising the ear and eye conjointly—1st, with reference to pitch only; 2ndly, with reference to pitch and duration.

4. Write out a measure of notes to each of the following time signatures:—$\frac{2}{4}$, $\frac{6}{8}$, $\frac{3}{2}$, $\frac{9}{4}$.

5. Write out the major scales of G, B♭, and A, with their relatives.

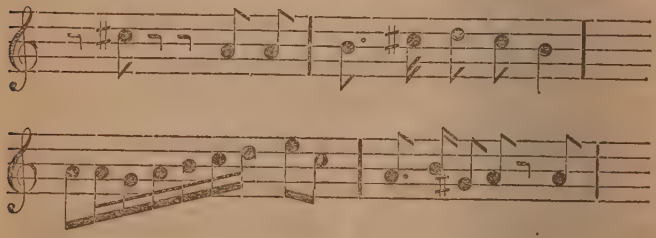
6. Explain the meaning of each of the following terms:—Tonic, dominant, subdominant, leading note, cleff, treble, alto, tenor, bass, scale, staff, degree, interval, time signature, scale signature, accent, chord.

7. Give an example of the following intervals:—Perfect 4th; augmented 6th; diminished 2nd; imperfect 5th.

8. Explain the difference between the chromatic and diatonic scales and intervals.

9. State in what respect the major scale differs from the minor, and write out the chromatic semitone above and below G.

10. State what time and what key the following passage is in.



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N.B.—Some of these questions have been formed with special reference to the art of *teaching*, and those answers which display the best teaching power will receive most marks.

## Supplement to Appendix I.

### Report on the Army Schools of the European Regiments of Her Majesty's Home and Indian Forces.—No. 464.

From Captain F. Scrivener, Local Inspector Army Schools, Bombay Presidency.

Sir, Camp, Poona, 21 October 1861.

In obedience to the instructions contained in your letter No. 1182, of the 28th August, I have the honour to transmit the following report, showing the progress made during the year 1860, and the present state of the Army Schools of the district under my inspection.

2. On the completion of the annual reliefs early in 1860, the various regiments of Artillery, Cavalry, and Infantry of Her Majesty's home troops, and of Artillery and Infantry of Her Majesty's European forces, in which schools were in operation, were distributed as follows:—

#### At the Presidency, Bombay.

2nd Bombay European Light Infantry (now 106th Regiment); head-quarters 2nd battalion Bombay Artillery.

#### Poona Division of the Army.

Poona.—Head-quarters, Royal Artillery; head-quarters, Royal Engineers; 31st Regiment of Foot (left for China); 56th Regiment of Foot; 57th Regiment of Foot; head-quarters, Bombay Engineers; head-quarters, Bombay Horse Artillery.

Kirkee.—6th Inniskilling Dragoons.

Ahmednuggur.—Left wing, Her Majesty's 56th Regiment; head-quarters, 1st and 3rd battalions, Her Majesty's Bombay Artillery.

Sholapore.—3rd company, 2nd battalion, Bombay Artillery.

Sattara.—2nd company, 2nd battalion, Bombay Artillery.

Poorundhur Sanitarium.

#### Northern Division.

Ahmedabad.—4th K.O. Regiment, moved to Kurrachee at the end of the year.

Surat.—Detachment, K.O. Regiment.

Baroda.—Detachment, K.O. Regiment.

Deesa.—33rd Regiment Foot; 1st Troop, Horse Artillery.

#### Southern Division.

Belgaum.—2nd company, 1st battalion, Artillery; 83rd Regiment, Foot; 1st Bombay Fusiliers (now 103rd Regiment).

Kolapore.—3rd company, Reserve Artillery.

#### Sind Division.

Kurrachee.—64th Foot; 3rd Europeans (now 109th Foot); detachment of Horse and Foot Artillery.

Hyderabad.—3rd company, 1st battalion, Artillery.

MALWA DIVISION.

MHOW.—D Battery, Royal Horse Artillery; 3rd Dragoon Guards; 72nd Highlanders; 2nd company, 4th battalion, Bombay Artillery.

NEEMUCH.—95th Foot; No. 6 battery, 13th brigade, Royal Artillery.

NUSSEERABAD.—8th Hussars; 28th Foot; 3rd troop Bombay Horse Artillery; 4th company, 3rd battalion, Bombay Artillery.

ADEN BRIGADE.

ADEN.—5th battery, 13th brigade, Royal Artillery; Wing, Her Majesty's 4th K.O. Regiment.

Duties of the Superintendent of Army Schools.

3. From May 1 until November 1 in each year I am stationed in Poona, where, in addition to conducting the correspondence and superintending every detail connected with the schools of the various European regiments of Her Majesty's Home and Indian Services, and of the schools of the whole of the native army of Bombay, I am engaged in affording instruction in mathematics, surveying, and civil engineering to the officers attending the Central School of Military Instruction, and in superintending and examining from time to time the normal schools for training schoolmasters for the European and native armies of Bombay.

From November till about the middle of April I am engaged in visiting as many stations as possible in the Bombay Presidency, where European and native regiments are located.

During the cold season of 1860–61, I visited and inspected the schools at the following stations, travelling, during that period, upwards of 3,400 miles. Poona, Kirkee, Ahmednugger, Bombay, Belgaum, Kurrachee, Sholapore, Maligaum, Mhow.

Unsettled state of Regts. previous to 1860.

4. Until the beginning of 1860 it can scarcely be said that the various regiments in this Presidency were settled in permanent quarters. Until then, many regiments, although not actually on field service, were either marching back to the Presidency or were located at stations not usually occupied by European troops, and where, owing to the regiments being crowded into temporary barracks or living in tents, it was impossible to carry on the schools for adults satisfactorily.

5. The depôts of several regiments were collected at one station, where schools were of course established, and conducted strictly in accordance with the War Office Regulations on the subject, and in which the children, and such of the recruits and others as remained at the depôts, received instruction. But it was not until early in 1860 that the whole of the regiments serving in the Presidency resumed their normal condition as in times of peace.

6. In reporting upon the schools of each regiment and detachment seriatim, I will commence with those in Bombay.

2nd Europeans.

The schools of the 2nd European Regiment (now the 106th Foot) have been in admirable order for several years. The schoolmaster, Mr. Wolfe, has succeeded in gaining the respect, and I may say esteem, of both commissioned and non-commissioned officers, and the approval of the several inspecting officers who have visited the school of that regiment, as the copies of the testimonials recently forwarded to me (vide Recommendation Rolls of Army Schoolmasters) fully testify.

7. The non-commissioned officers and men have received a sound and useful education, comprising a course of instruction in arithmetic, geography, grammar, history, writing in copy-books and from dictation; and of the boys and elder girls who have been instructed in the same subjects, some of the former have also received instruction in the elementary portions of algebra and geometry.

Industrial school self-supporting.

8. The Industrial School of the 2nd Europeans has always been particularly well conducted. Indeed it has been, for some years past, almost *self-supporting*, as regards the money allowed by Government for

the purchase of sewing materials; for almost the whole of the expenses on that account have not only been defrayed out of the amount earned by the female children, but a considerable sum has, from time to time, been devoted out of their earnings to provide articles of clothing for the children attending the schools. Great credit is undoubtedly due to the schoolmistress of the 2nd Europeans, Mrs. Wolfe, but the satisfactory state of the female and industrial schools of the 2nd Regiment is mainly owing to the kind and unwearied interest taken in their welfare by several ladies of the regiment, particularly by the wife of the officer commanding the regiment.

Exertions of schoolmistress and interest shown by ladies of the Regt.

9. Although no lectures were delivered by the schoolmaster, the whole of the children were carefully instructed in vocal music, and at my inspection of the school, sang a number of sacred and secular pieces in a very creditable manner.

10. Although the head-quarters of this battalion are nominally stationed in Bombay, there are seldom more than the head-quarters staff, and a portion of a battery located in Fort George Barracks. The duty is so severe, that it is almost impossible for the men to attend school. Moreover as the whole of the recruits of the Bombay Artillery used to go through their recruit drill at Ahmednuggur, and now do so at Kirkee, since that station has been made the head-quarters of the Artillery, where they attend school until dismissed drill, the attendance of men at school at such a station as Fort George could scarcely be expected.

2nd batt. Bombay Artillery. Cause of non-attendance at school.

11. The children's school, however, has been very well conducted under Schoolmaster Eaglesome, and Schoolmistress Collins, and at the period of my inspection the children passed a very good examination in the same subjects, including vocal music, as those enumerated in connexion with the school of the 2nd European Regiment.

Children's school in good order and examination satisfactory.

12. The schoolmaster's health having broken down in the somewhat unhealthy climate of Bombay, he has within the last few months been transferred to a company of artillery at Belgaum, and his present commanding officer recently reported of him as follows:—"Schoolmaster "Eaglesome is a credit to the company; his weekly lectures are really "excellent, and are well attended by the men."

Schoolmaster Eaglesome.

## Poona Division of the Army.

### *Her Majesty's 31st Regiment, Poona.*

13. This regiment came to India, like many other regiments sent out during the mutiny, without a schoolmaster, and I had at first considerable difficulty in providing a competent teacher to carry on the duties of the school.

H.M.'s 31st Regt.

14. During 1859, having no occasion for the full establishment authorized for the European Normal School, I placed at the disposal of Colonel Spence the services of a very clever teacher, Mr. Keily, under whom the number attending the school increased rapidly. On the services of Mr. Keily being required in his own department, provisional 3rd-Class Schoolmaster Parkhill, a serjeant of Her Majesty's 83rd Regiment, assumed charge of the school, and conducted it in a most satisfactory manner, until, as unfortunately is but too frequently the case with soldiers who have been for years under strict military discipline, and who suddenly obtain a position of comparative freedom from military control, such as the position of a schoolmaster, he rendered himself amenable to be tried by a court-martial for intemperance, and was reduced to the ranks just previous to the regiment embarking for China. Whilst in Poona, however, the school of the regiment was everything that could be desired, and as the children of the regiment had recently arrived with a competent trained schoolmistress, I had every reason to

believe that the education imparted to the adults and children of the 31st Regiment would have been equal to that imparted in any other regiment of Her Majesty's Service, as very great interest in the schools was at all times evinced by the commanding officer.

*Her Majesty's 56th Regiment.*

56th Regt., progress fair.

15. The schools of this regiment have been in good order ever since the regiment arrived in India early in 1858.

At Poona the schools were conducted by schoolmaster and schoolmistress Duffield, both trained teachers, and at Ahmednugger by the best qualified men who were willing to undertake the office of teacher. The subjects of instruction were those laid down in the War Office Regulations on the subject, and at my last inspection a fair degree of progress had been made, although not quite equal to the progress made in several other regiments.

*Her Majesty's 57th Regiment.*

57th Regt., excellence of schools.

16. This regiment has, I believe, always been noted for its excellent schools, and during the time it was under my inspection they were in a highly satisfactory state. The schoolmaster, a provisional third-class master, George Smith, formerly a serjeant in Her Majesty's 64th Regiment, spared no exertions to render the school popular among the non-commissioned officers and men.

Number of voluntary attendants.

17. During the time it was stationed in Poona, as many as 312 non-commissioned officers and men voluntarily attended, in addition to 135 children of the 57th and 31st Regiments, the children of the latter regiment having, on its embarkation for China, been left in Poona.

18. At my last inspection of the schools of the 57th Regiment, at which the commanding officer and many officers and ladies of the regiment were present, the answering of the children in arithmetic, scripture and English history, geography, and grammar, was excellent; and the specimens of needlework exhibited by the girls were, in the opinion of the ladies present, very creditable to them.

*Head-quarters, Royal Artillery, Poona.*

Head-quarters, Royal Artillery.

19. This regiment came to India without a schoolmaster. As soon, however, as I could provide competent teachers for it, schools were established, and a large number of non-commissioned officers and men attended as regularly as their duties would permit, in addition to the children of the regiment.

Fair progress, and arrival of trained master and mistress.

20. The subjects of instruction were the same as those taught in the schools already reported on, and a very fair degree of progress was made during the year 1860.

21. Early in 1861 a trained schoolmaster and schoolmistress arrived from England to join the regiment, both of whom are in every respect well qualified for their situations, and under them great progress has been made.

*Head-quarters, Royal Engineers, Poona.*

Head-quarters, Royal Engineers.

22. It was not until just before the Royal Engineers received orders to embark for the Mauritius, that circumstances enabled the commanding officer to establish a school. A qualified non-commissioned officer of the corps was appointed as master; books, surveying and drawing instruments, &c. were supplied, and just after the school had commenced operations the Royal Engineers were ordered to Mauritius, as already stated.

School established, and departure to Mauritius.

### *Head-quarters Bombay, Engineers, Poona.*

23. Until the middle of 1860 there were seldom more than from 10 to 15 European non-commissioned officers of the Bombay Engineers at head-quarters, in addition to several companies of native sappers and miners.

Few Europeans at Head-quarters, and their course of study.

24. The few European non-commissioned officers who were attached to head-quarters went through a course of instruction in surveying, plan drawing, and estimating, under the serjeant-major, and as soon as they were qualified for appointments in the Public Works Department, they were drafted off to situations in the districts, as overseers, surveyors, builders, &c.

Application by Commanding Officer for trained master.

25. In October 1860, the commanding officer of the Bombay Engineers made application for a trained schoolmaster, competent to afford instruction to the non-commissioned officers and men in mathematics, surveying, levelling, plan drawing, and the elements of civil engineering, stating that in consequence of a large number of men having recently joined the head-quarters, and a large number being expected to join in the course of a few months, he was of opinion that a trained schoolmaster should be specially sanctioned for the Bombay Engineers.

Appointing trained master Keily, and his qualifications.

26. With the permission of his Excellency the Commander-in-Chief, I placed at the disposal of the commanding officer the services of 2nd Class Schoolmaster John Keily, a man of superior attainments in mathematics, a good surveyor and draughtsman, who had passed the Government examination in civil engineering, and shortly afterwards he was permanently appointed schoolmaster of the Bombay Engineers.

Inspection of school, and report of examination.

27. I inspected the school of this corps in June last, when the men passed an excellent examination in algebra, mensuration, and trigonometry, and exhibited very excellent plans of surveys, executed by themselves, designs for buildings, bridges, &c.

Excellent state of school.

28. The school of the Bombay Engineers is now in excellent order, and in July last the commanding officer reported as follows:—"The "varied qualifications and conduct of Mr. Keily have been so frequently "brought to notice, that nothing remains now to be added. The "men are now busily employed in a complete course of surveying and "levelling, drawing, estimating, &c., in which they show much zeal and "emulation, a result greatly due to Mr. Keily's excellent method of "imparting instruction."

### *Head-quarters, Bombay Horse Artillery, Poona.*

Head-quarters, Bombay Horse Artillery.

29. The school of the Horse Brigade has always consisted principally of children, the little leisure time at the disposal of a horse artilleryman rendering it almost impossible for him to attend school during the day, and although from time to time evening schools have been established for the men by various schoolmasters attached to the corps, the attendance of the men has generally dwindled down to zero.

Poor attendance of Horse Artillerymen at school.

30. In a climate like that of India, it is almost too much to expect that men engaged in severe bodily exercise from daylight will attend regularly at school during the evening.

Evening schools occasionally established.

31. Indeed, when it is borne in mind that in this country army schoolmasters commence their daily labours at 6 or half past 6 a.m., and that they are engaged in school, with but little intermission, until 4 or half past 4 p.m., it will be readily conceded that they require the evening to themselves to recruit them for the labours of the ensuing day.

Children's schools in fair order.

32. The children's schools of the brigade of Bombay Horse Artillery have always been in very fair order. The frequent changes of troops, and the transfer of men from one troop to another, have always been a

bar to any very great progress being made in the schools of the Horse Artillery.

Removal of Head-quarters to Kirkee.

33. The head-quarters of the Bombay Horse Artillery have been recently removed to Kirkee, where the children and such of the soldiers who desire to receive instruction attend the garrison school at that station, under a very able and successful teacher, 2nd Class Schoolmaster W. Clifford.

*Her Majesty's 6th Inniskilling Dragoons, Kirkee.*

6th Dragoons.

34. This regiment came to India without a schoolmaster, and until June 1860 the school was conducted by a corporal of the regiment, there being no trained master available before that time.

Unsatisfactory state of school previous to June 1860.

35. The school until then was in a most unsatisfactory state, and Colonel Fitzwygram, when in temporary command of the regiment, having written very strongly respecting the want of a qualified master, I deemed it advisable to recommend that Schoolmaster Walker, of Her Majesty's 95th Regiment, who was then in Poona on leave of absence, and who was unable during the monsoon to rejoin his own regiment at Neemuch, might be placed in charge of the schools of the 6th Dragoons.

Improvement under Schoolmaster Walker.

36. Under him very great improvement was made, particularly by the children who had recently arrived from England, and who, like the children of other regiments, who had been left at home, came to this country lamentably deficient in even the most elementary branches of education.

Children acquitted themselves fairly last inspection.

37. When I last inspected the schools of the 6th Dragoons in November 1860, the children, on the whole, acquitted themselves very fairly, answering very readily questions in scripture, history, geography, and the elements of English grammar, and displayed considerable readiness in arithmetical operations. Their reading, however, was bad, and their writing not very satisfactory. Taking everything into consideration, however, I am of opinion that Schoolmaster Walker had done his duty well.

Cause of poor attendance at Cavalry schools.

38. Adult schools in Cavalry Regiments are very seldom well attended, nor was that of the 6th Dragoons an exception to this rule. In Cavalry Regiments there are always a considerable number of exceedingly well educated men serving in the ranks as privates or non-commissioned officers, and about 30 belonging to the 6th Dragoons, not regular attendants at the regimental school, presented themselves before me for examination as candidates for admission into the Central Military School at Poona, the whole of whom passed a very good examination, and several had evidently received a very superior education.

39. The men attending the regimental school were engaged in the most elementary subjects; in fact, learning little more than the merest elements of reading, writing, and arithmetic.

Severe duties of Cavalry Regts. in India.

40. The duties of a Cavalry soldier in India, especially in a regiment comparatively recently arrived in the country, are so severe that he has really little time to attend school.

Remission from certain parades in order to enable men to attend, advocated.

41. Although, as I have before observed, there are, generally speaking, in a Cavalry Regiment, many more well-educated men than in a regiment of Infantry, there are, nevertheless, very many men for whom primary instruction is indispensable, and who, if some inducements to attend school, in the shape of remission from certain parades, were held out to them would, I have every reason to believe, gladly attend the school.

42. At the termination of my report upon the present state of the schools, I shall have the honour of offering some suggestions on this point.

43. As regards the present state of the schools of the 6th Dragoons, I regret that I am not able to report favourably of them. When the regiment left Kirkee for Ahmednuggur in December last, great progress had been made, but in January 1861 it became necessary that Schoolmaster Walker should rejoin his own regiment, the 95th. School report not favourable.

44. Soon after that a trained master, Horatio Robinson, arrived from England to join the 6th Dragoons, and at once proceeded to Ahmednuggur.

45. The officer commanding the regiment, in his monthly school reports, speaks very unfavorably of his qualifications as a teacher, and of the unsatisfactory progress made by the scholars. Schoolmaster Robinson having joined the regiment since I inspected its schools, I am not able to offer any opinion of my own as to whether he really is to blame. I purpose, however, visiting the regiment at an early date, when a full report on the subject shall be forwarded to you. Unsatisfactory report regarding Schoolmaster Robinson.

*Ahmednuggur Brigade, Wing of Her Majesty's 56th Regiment.*

46. I have already made a report respecting the 56th Regiment. All that I need add here is, that the non-commissioned officers who had charge of the school of the wing appeared to perform their duties to the best of their ability, and when I last inspected the schools of the regiment after its removal to Bombay, there appeared very little difference in the answering of the children of either the right or left wing. 56th Regt. (Wing).

*Head-quarters, 1st and 3rd Battalion, Bombay Artillery,*

47. Until December 1860 the head-quarters of the Bombay Artillery had been for many years permanently located at Ahmednuggur, to which place the recruits of all the battalions were sent to learn their drill, and where they regularly attended school, on an average two hours every day, until dismissed drill. Head-quarters, 1st and 3rd batt. Bombay Artillery.

48. The schools of the Artillery were throughout 1860, and still are, in excellent order, under a very able, zealous, and successful teacher, 2nd Class Schoolmaster W. Clifford. Schools of Head-quarters Bombay Artillery in excellent order.

49. At my last inspection of the schools since the arrival of the regiment in Kirkee, 64 children and 93 men belonging to the 1st, 3rd, and reserve battalions of Foot Artillery, and to the brigade of Horse Artillery, were attending the school.

50. The children's schools were in excellent order, and the answering was very creditable in scripture, history, geography, grammar, and arithmetic, as well as in the outlines of English history.

51. The infant school was in very good order under Mrs. Longsden, wife of a non-commissioned officer of the regiment; and in the industrial school the female children had received instruction in every useful description of needlework.

52. Lectures are not delivered by the schoolmaster, but the whole of the children are instructed in vocal music.

53. The adult school was in very good order indeed.

54. The men wrote excellently from dictation, were well acquainted with arithmetic, and answered very fairly in geography and the elements of grammar.

55. The greatest order and regularity prevailed in all the schools, and the men seemed attentive and interested in their lessons.

56. On the whole, I consider that the garrison schools of the Artillery at Kirkee are in a perfectly satisfactory state, and the schoolmaster, W. Clifford, deserving of great commendation.

*3rd Company, 2nd Battalion Artillery, Sholapore.*

3rd comp. 2nd batt. Bombay Artillery.

57. During the whole of the year 1860, the school was under the charge of a soldier, a steady respectable man, selected rather on account of his long service and orderly conduct than for his capacity of a teacher.

58. Under him all that the children learned was a knowledge of reading and writing, the merest elements of arithmetic, and a few vague notions of geography and grammar.

59. As soon therefore as a trained schoolmaster was available, one was appointed; under him great improvement has been made.

60. Last month 17 children and 31 adults were attending the school, and the commanding officer reported as follows:—"The schoolmaster "is most attentive and a very good instructor of children, and also of "adults."

*2nd Company, 2nd Battalion, Artillery, Sattara.*

2nd comp. 2nd batt. Bombay Artillery.

61. The school of this company in 1860 was in very good order, under 4th Class Schoolmaster G. Temple, who, on the recommendation of the commanding officer, was promoted in June 1860 to the rank of 3rd class schoolmaster, and placed in charge of the schools of the head-quarters of the Horse Artillery.

62. The same subjects, viz., scripture and English history, geography, grammar, and arithmetic, were taught to the children as are taught in other Army schools, and a very fair degree of proficiency was attained by the pupils. The company was transferred to Belgaum in the early part of 1861, and during the last few months the average monthly attendance has been 2 children and 27 adults.

*Poorundhur.*

Sanitarium, Poorundhur.

63. This is a sanitarium about 18 miles from Poona, on the summit of a spur of the Syhadree range of mountains or Western Ghauts. There is no permanent garrison stationed here, but there are usually from 100 to 150 convalescent soldiers sent from the regiments in the vicinity, for whom change of air from the hot plains of the Deccan or the damp hot atmosphere of Bombay is considered essential. As several of them are married men, it is advisable, of course, to provide some means of instruction for their children; and although the attendance at school is not sufficient to warrant a 3rd class schoolmaster being permanently appointed to Poorundhur, the children and such of the convalescent soldiers desirous of receiving instruction, have seldom been without the means of obtaining it. The same reasons which have rendered it necessary to send soldiers to that station, have also rendered it necessary from time to time that a schoolmaster should be sent to Poorhundhur for change of air; and whenever there has been no trained master there, an intelligent non-commissioned officer has always been forthcoming to assume the duties of teacher, a special remuneration having been sanctioned under these circumstances by the Government.

64. At the present time, 4th Class Schoolmaster John Ford has charge of the school at the Sanitarium, Poorundhur, and during the last month his school numbered 10 children and 5 adults as pupils.

NORTHERN DIVISION OF THE ARMY, AHMEDABAD, SURAT, AND BARODA.

*Her Majesty's 4th King's Own Regiment.*

H.M.'s 4th K.O. Regt.

The head-quarters of this regiment were stationed at Ahmedabad, and detachments at Surat and Baroda. Schools were established at each of

these places, and although during 1860 there was no trained schoolmaster with the regiment, the schools were exceedingly well conducted, and attended by a very large number of men; the monthly attendance being seldom less than 240 men.

66. Great credit is due to Serjeant Stokes, 4th K. O. Regiment, who had charge of the schools until shortly after the arrival of the regiment in Kurrachee early in 1861, when he was relieved by 2nd Class Schoolmaster Robert Morgan, who, with his wife, took over charge of the whole of the schools from him.

67. When I inspected the schools of this regiment in April last, I was glad to learn that Serjeant Stokes had been promoted to the rank of colour-serjeant on resigning his situation as school serjeant.

68. Under Schoolmaster Morgan and his wife, the pupils, both children and adults, have made most excellent progress, as they are both well-qualified and experienced teachers.

69. Everything at the period of my inspection was, as far as I could judge, conducted strictly in accordance with the War Office Regulations on the subject. The school accommodation was excellent, and the quarters for the master equally so.

70. During the month of September 1861 there were attending the schools of Her Majesty's 4th K. O. Regiment no less than 70 children and 369 non-commissioned officers and men,—a satisfactory proof of the excellence of the school arrangements and of the interest evinced by the commanding officer in the improvement of his men.

*Her Majesty's 33rd Regiment of Foot, Deesa.*

71. This regiment also came to India without a schoolmaster. During the time it remained in Poona, I was able to supply trained masters to carry on the duties of the school. Since its departure to Deesa in 1859, it has, except for a month or two, been without a trained master until early in 1861. H.M.'s 33rd Regt.

72. An acting schoolmaster serjeant was appointed to carry on the the duties of the school, and although from my recollection of him whilst he was in Poona, I have no doubt that he performed his duties to the best of his ability, very little progress was made. To the monthly school report, the commanding officer almost invariably added these words:—"No schoolmaster, no progress."

73. In June 1860, I represented to his Excellency the Commander-in-Chief how necessary it was that several more trained masters should be sent to India, and in consequence of that representation a sufficient number was sent to supply every regiment with a qualified master.

74. Amongst them, a 2nd class schoolmaster, J. H. Carroll, arrived for the 33rd Regiment, and at once proceeded to join his regiment.

75. Since he has had charge of the schools everything has gone on satisfactorily, as far as I can judge from the monthly school reports and from communications with which I am occasionally favoured from the commanding officer and the adjutant of the regiment, who both speak in strong terms of commendation of Mr. Carroll.

76. In the month of September 1861 there were 74 children and 142 non-commissioned officers and men attending the school.

77. The monthly reports which reach you direct from the regiment will show that the nature of the instruction imparted is in accordance with the War Office Regulations on the subject.

78. I hope to be able to inspect the schools of the 33rd Regiment in the course of the ensuing two months, when a detailed report of their state shall be forwarded to you.

### *1st Troop, Horse Artillery, Deesa.*

1st troop, Bombay Horse Artillery.

79. The school in a troop of Horse Artillery, for the reasons detailed in paragraph 29, seldom numbers more than 20 men and a few children, and whenever, from local circumstances, it does not appear that the services of a trained master are absolutely necessary, or whenever it is impossible to supply one, a non-commissioned officer of the troop is appointed to perform the duties of schoolmaster.

80. The school of the 1st troop at present contains 11 children and 47 adults as scholars.

81. They are instructed by a non-commissioned officer, who is reported by the commanding officer to be attentive and painstaking, in reading, writing, arithmetic, grammar, geography, scripture, and English history. As soon as a 4th class schoolmaster is available, one will be sent to this troop.

## Southern Division of the Army, Belgaum.

### *Her Majesty's 83rd Regiment.*

H.M.'s 83rd Regt.

82. It was not until about May 1860 that this regiment finally settled down into permanent quarters, after a lengthened period of service in the field.

83. Until then the depôt, with the children of the regiment, and the trained schoolmaster, were at Deesa, the head-quarters at Nusseerabad, and detachments at Ajmere, &c.

84. At Belgaum the schools were re-established, and carried on in accordance with the regulations by 3rd Class Schoolmaster G. L. Annett, a very hard-working, painstaking teacher. Until November 1860 the schools laboured under great disadvantages, owing to the want of suitable school-rooms, there being until that date the head-quarters of two regiments, and several hundred more soldiers than usual in barracks intended for only one complete regiment.

85. I inspected the schools of this regiment when there were but 26 non-commissioned officers and men, and 38 children, attending.

86. The children's schools were in very good order, and the children had evidently been carefully instructed in reading, writing, geography, Scripture and English history, and the elementary parts of grammar. The industrial school was also well conducted, and the female children were capable of making up different articles of wearing apparel.

87. The adults' school was composed of men learning the merest elements of reading, writing, and arithmetic, and, owing to the reasons already stated, not much progress had been made. Indeed, until just before I reached Belgaum, it had been impossible, owing to the crowded state of the barracks, to find suitable accommodation for the soldiers' school.

88. There is excellent school accommodation in Belgaum, when the barracks are only occupied by one regiment.

89. The 83rd Regiment had been on active field service for nearly three years before reaching Belgaum, and in order to reach that place, the men had to march several hundred miles during the hottest season of the year. As soon as they had reached their destination, it was currently rumoured, and generally believed, that the 83rd would receive orders to embark forthwith either for New Zealand or England. These causes, combined with the want of school accommodation during 1860, and *not* any want of zeal on the part of the schoolmaster, account for the very poor attendance of adults in the school of the 83rd.

90. Since January 1861 the schools have steadily progressed, and during September 1861 there were 121 non-commissioned officers and men, and 100 children, or a total number of 221 scholars.

91. Scarcely less valuable than the school, as an auxiliary in the work of education, I must not omit to mention a very excellent soldiers' club, which had been instituted shortly after the arrival of the regiment at Belgaum, under the auspices of Colonel E. Steele, C.B., and under the immediate management of Lieut. W. F. Anderson, copies of the rules and regulations of which are appended to this report. Soldiers' Club, H.M.'s 83rd Regt.

92. At the time of my visit to the club, in December 1860 the rooms were comfortably furnished, the tables covered with newspapers and other periodicals for the instruction of the subscribers, whilst for their amusement draughts, chess, the race, and other games were provided. Good coffee, at a reasonable rate, was always ready. The number of subscribers in December last was 170.

93. As a satisfactory proof that instruction and rational amusement really do tend to make a man a better soldier, I conclude my report of the club, with an extract from a letter which I received from Lieut. Anderson some time since:—

"There has only been one man belonging to the club brought to court-martial since it was opened in July, and the number of the defaulters among the subscribers to the club has been small indeed."

### 1*st Bombay Fusiliers* (*now* 103*rd Regiment*).

94. This regiment (now in Poona) was stationed in Belgaum during 1860. The average monthly attendance at school was 115 non-commissioned officers and men, and 32 children; a very fair attendance considering that the strength of the regiment at head-quarters was generally under 500 men. Good progress was made by both adults and children under Schoolmaster Stuart, formerly a soldier in the Artillery, who had been trained at the Normal School. The same subjects were taught in the schools of this regiment as in those of Her Majesty's home service, and in the industrial school the female children were also taught how to cut out and make up various articles of wearing apparel. 1st Bombay Fusiliers (now 103rd Regt.)

95. I regret to say that a few months after the regiment arrived in Bombay, it became my duty to recommend that Schoolmaster Stuart might be dismissed from the Army Educational Department for intemperance, as on more than one occasion I found that he was absent from the school, and in hospital, suffering from excessive drinking.

96. The school, which at present only numbers 78 adults and 35 children as pupils, is under the charge of an assistant or 4th class master.

97. Until orders (which are expected every day) are issued, constituting the 1st Fusiliers one of Her Majesty's Line Regiments, the 103rd, I do not anticipate that the attendance will increase; but as soon as the regiment is placed on the same footing as the other regiments of the Line, and subject to the same regulations as regards the payment of school fees,—for at present all adults attending the schools of local regiments pay school fees, which is not the case in the home service,—and with a good schoolmaster, I hope, at no distant period, to be able to report that the schools of the 103rd Royal Bombay Fusiliers, are as well attended as those of Her Majesty's 4th, 28th, or 95th Regiments.

### 2*nd Company*, 1*st Battalion*, *Artillery*, *Belgaum*.

98. The school of this company was in excellent order throughout 1860. In addition to the subjects generally taught in Army schools, the schoolmaster instructed a number of the men in surveying, and when I visited the school, in December last, some very creditable plans of survey executed by the men were laid before me for my inspection. 2nd comp. 1st batt. Artillery.

99. The industrial school was and still is in very good order.

100. There are at present 27 adults and 14 children attending. I have already, vide par. 12, quoted the remarks by the commanding officer as to the satisfactory manner in which the present schoolmaster, Eaglesome, performs his duties.

*3rd Company, 3rd Battalion, Artillery, Kolapore.*

3rd comp. 3rd batt. Artillery.

101. There being no trained schoolmaster available for this company during 1860, the school was placed under the charge of a gunner, the only man apparently able or willing to perform the duties of teacher.

102. Under him there were seldom more than 10 or 12 young children, who were taught the elements of reading, writing, and arithmetic. No men attended during 1860.

103. A trained assistant schoolmaster was appointed to the company on its being removed to Ahmedabad. There are now 13 men and 13 children attending the school, and the progress made is satisfactory.

SCINDE DIVISION OF THE ARMY.

*Her Majesty's 64th Regiment, Kurrachee.*

H.M.'s 64th Regt.

104. This regiment has always been noted for the excellence of its schools. The attendance of non-commissioned officers and men is generally very large, and every encouragement is given them to attend school and improve themselves.

105. When I inspected the school in 1860 there were 193 non-commissioned officers and men, and 98 children attending. The adults were occupied in reading, writing in copybooks and from dictation, and in learning arithmetic and the outlines of geography.

106. They were examined in these subjects, and answered in a very creditable manner.

107. The children's schools of Her Majesty's 64th Regiment, both male and female, were, without exception, the best I have ever seen in the Army.

108. The answering of the children in scripture and English history, geography, grammar, and arithmetic was excellent, and not only reflected great credit upon 4th Class Schoolmaster J. A. Clarke, the master in charge of the school, but upon 3rd Class Schoolmaster Warner, who had been recently transferred to an appointment in England.

109. The children sang very well, and appeared to have acquired a very fair knowledge of singing from notes at sight; and many of them exhibited much proficiency in drawing and painting in water-colours, which they had been taught by Schoolmaster Clarke in his leisure hours.

110. The female and industrial schools of the 64th Regiment were models of order and regularity, and the dress, manners, and general deportment of the female children everything that could be desired.

111. For her exertions as schoolmistress of the 64th, I consider that Mrs. Bethell is deserving of the highest praise.

*3rd European Regiment (now the 109th Foot).*

3rd European Regt. (now 109th).

112. This regiment had been on active service in Central India for nearly three years previous to its arrival in Kurrachee early in 1860. Moreover, in 1859 nearly the whole of the men claimed their discharge from the service. Their place was filled by Germans from the Jäger Corps, so that during 1860 the 3rd European regiment, I believe, numbered more Germans than Englishmen in its ranks.

113. When in Poona, in 1856 and 1857, it was second to none in the Presidency; but in 1860 it had, of course, fallen off considerably.

114. To put the schools on a thoroughly satisfactory footing, 1st Class Schoolmaster Brett, a man of first rate ability as a teacher, was appointed to the regiment in July 1860, but unfortunately almost immediately after his arrival in Kurrachee, he was attacked with a serious illness, and was scarcely able to do a day's duty until April last.

115. When I inspected the school in March last, there were 52 adults (principally Germans learning English) and 26 children.

116. The German soldiers were very attentive, and appeared to have made very good progress in English; indeed many of them read quite as well as the English soldiers.

117. Their instructor, Colour-Serjeant Roller, questioned them, in German, in arithmetic, and geography, and the majority of them answered very well on those subjects.

118. The children's schools, including the industrial school, were in very fair order when I visited them.

119. Since Mr. Brett's restoration to health, a surprising improvement has been made in all the schools.

120. In September last, there were 206 non-commissioned officers and men, and 31 children attending the schools.

121. The 1st class of adults had mastered arithmetic, algebra, and quadratic equations, Euclid, books iii., iv., mensuration, practical trigonometry, surveying with the theodolite and chain, and plan drawing, in addition to a course of grammar, geography, history of England, India, &c.

122. The 2nd class of adults had mastered vulgar and decimal fractions, proportional parts, English history, grammar, and geography.

123. Great improvement appears likewise to have been made in the children's schools.

### *Detachments of Horse and Foot Artillery, Kurrachee.*

Detachments of Horse and Foot Artillery, Kurrachee.

124. I cannot report very favorably of the schools of this detachment. The attendance of the adults was very irregular during 1860, and little progress was made even in the most elementary subjects; seldom more than 9 or 10 men nominally attended the school, and about 34 children.

125. The children, when I inspected the school last, answered tolerably well in arithmetic, scripture and English history, grammar and geography.

126. The 2nd troop of Horse Artillery, is now at Hyderabad, Scinde, and there are at present 24 men and 21 children attending the school.

## Malwa Division of the Army.

### *D. Battery, Royal Horse Artillery, Mhow.*

D. Battery, Royal Horse Artillery.

127. The school of this battery was conducted during 1860 by a serjeant of the troop. I inspected it in February 1861, and found that very fair progress had been made by the pupils in reading, writing, arithmetic, and the outlines of geography. The average attendance was generally about 18 non-commissioned officers and men.

128. This battery was soon after my inspection ordered home, or a trained 4th class schoolmaster would have been sent to it.

### *Her Majesty's 3rd Dragoons, Mhow.*

3rd Dragoon Guards.

129. The remarks already made with reference to the 6th Dragoons apply equally to this regiment, and considering that only a wing of the regiment is at Mhow, I am of opinion that Schoolmaster McKnight is deserving of credit for having induced so large a number of men to

attend. There are now 123 non-commissioned officers and men, and 31 children, or a total of 154 scholars attending the schools.

130. When I inspected them in February last I found everything in accordance with the War Office regulations, although no very great progress had been made by either adults or children, owing to the wing, then at Mhow, having only recently arrived to replace that which had had the benefit of the schoolmaster's services for nearly a year past. I could see from the earnest manner in which Schoolmaster McKnight and the schoolmistress appeared to perform their duties, that the pupils had only to attend regularly, and to exert themselves, in order to improve rapidly.

*Her Majesty's 72nd Highlanders.*

H.M.'s 72nd Highlanders.

131. I cannot speak too highly of the schools of this regiment or of the admirable manner in which Schoolmaster C. B. Fowler conducts them. When I inspected them in February last, there were 236 non-commissioned officers and men and 35 children attending.

132. In addition to the subjects enumerated as taught in most of the schools now reported upon. The adults composing the 1st class passed a really excellent examination in the construction and uses of field-works and of Vauban's first system, and in the history of British India, particularly with reference to the wars in the Punjab from 1845 to the date of the annexation of that territory.

133. The specimens of plan drawing exhibited by many of the men were very well done. The answering of the whole of the classes in the adult school was perfectly satisfactory, and convinced me that there had been no attempt made at *cramming*, but that they had all been carefully grounded in the elementary parts of the various subjects taught.

134. On the whole, I am decidedly of opinion that the adult school of Her Majesty's 72nd Highlanders is the best in the Presidency of Bombay.

135. The children were very young, and at the date of my inspection had only recently joined the regiment, so that the schoolmaster very judiciously deemed it advisable to commence almost every subject with them from the simplest elements. I expect on my next visit to the 72nd Highlanders to find that great improvement has been made.

136. There are at present attending the schools of this regiment 181 non-commissioned officers and men and 38 children, and as a proof that they have still continued to improve, I need only quote the following extract from a letter from Colonel Payne, commanding the regiment, dated the 12th of this month :—

137. "In consideration of the persevering energy Schoolmaster Fowler has evinced, and the admirable manner in which he has conducted the schools of the regiment under my command, it is my intention to recommend him to the Council of Military Education for the promotion which I consider he has so justly earned."

138. I can only add, that I consider Schoolmaster Fowler one of the most able, zealous, and successful teachers I have ever seen. He has gained the respect and esteem of almost every officer and man in the regiment, and when in Mhow it was a source of great gratification to me to hear the officers of several native infantry regiments speak in terms of high commendation of the excellent system pursued in the schools of the 72nd Highlanders.

139. I consider Schoolmaster C. B. Fowler in every respect worthy of being promoted to the rank of 1st-class schoolmaster.

*4th Company, 2nd Battalion, Artillery, Mhow.*

140. During 1860 this school was under the charge of a non-commissioned officer, under whom comparatively little progress was made. A trained master was appointed in January last, and when I was at Mhow in February, he had only recently commenced operations. There were 17 adults and 19 children attending. 4th comp. 2nd batt. Artillery.

141. At the end of that month, the commanding officer reported as follows:—

"Schoolmaster Roche has only lately joined, but I am much pleased with what I have seen of him, and hope in time to see a much larger attendance at school, especially of non-commissioned officers. They would all profit by Roche's instructions, and I am in hopes they will soon see this."

142. I regret to add that Schoolmaster Roche died from dysentery in July last. He has been succeeded by another trained teacher, under whom the school is progressing fairly.

*No. 6 Battery, 13th Brigade, Royal Artillery.*

143. The school of this battery has seldom numbered more than from 15 to 20 adults, and about 10 children as pupils. No. 6 battery, 13th brig. Royal Artillery.

144. There being no trained teacher available, it has been conducted by a non-commissioned officer of the regiment. Little has been attempted beyond the rudiments of reading, writing, and arithmetic, and the outlines of geography. There are at present only 8 pupils, viz., 1 adult and 7 children.

*Her Majesty's 95th Foot, Neemuch.*

145. This regiment (now in Poona) was stationed in Neemuch during 1860, where th schools were in excellent order throughout the year, the numbers amoun ng at times to 335 non-commissioned officers and men, and 12 children. The subjects in which they were instructed were those specified in the War Office regulations, and highly satisfactory progress was made. th Regt. Foot.

146. In January 1860, Lieutenant-Colonel the Honourable F. Thesiger, then commanding the 95th, reported that:—"Sir John Michel, K.C.B. "when inspecting the regiment in December 1859, paid a very high and "well deserved compliment to Mr. Walker on the intelligence and "proficiency of his numerous pupils, whom he examined himself."

147. I inspected the schools of the 95th Regiment in March 1861, when, although only one wing of the regiment had reached Poona, there were 190 non-commissioned officers and men and 39 children attending the schools, which were in *every respect* in excellent order.

148. In September last, there were 297 non-commissioned officers and men, and 50 children on the register of the school, and Colonel Raines, C.B., at the beginning of that month reported as follows:—

"The conduct and ability of the schoolmaster and schoolmistress are of a high order. There is an Hindoostanee class established under the superintendence of the interpreter, and an evening school from 7 to 8½ o'clock p.m., at which 130 men have put down their names to attend voluntarily."

149. I am of opinion that Schoolmaster Walker is deserving of promotion to the first class.

150. Since the arrival of the 95th Regiment, a "soldiers' institute" has been established, which is admirably conducted and well attended. A detailed report thereof will be transmitted with my report for 1861.

*Her Majesty's 8th Hussars, Nusseerabad.*

H.M.'s 8th Hussars.

151. I am unable to speak of the schools of this regiment from personal observation, circumstances having prevented me visiting Nusseerabad during the time the regiment was stationed there.

152. The regiment was for a long time after its arrival in India actively engaged on field service, but as soon as it was possible to do so, schools were established; and it happened very fortunately that a serjeant of the 14th Dragoons, who had studied at the Central School, Poona, and also had passed in mathematics, surveying, and civil engineering before the government examiners, the mathematical professor of the Poona college, and the officer commanding the Sappers and Miners, Poona, volunteered into the 8th Hussars.

153. Under him, as far as I can judge from the reports which I regularly receive from the regiment and from the chaplain of the station, very satisfactory progress was made in the school, which was well attended both by adults and children.

154. The regiment is now, and has been for nearly a year, serving in the Bengal Presidency.

*Her Majesty's 28th Regiment, Nusseerabad.*

H.M.'s 28th Foot.

155. The schools of this regiment like those of the 4th, 72nd, and 95th Regiments, are exceedingly well conducted and well attended, and the rules regulating promotion from private to corporal, &c., drawn up apparently with an especial view to encourage attendance at school, are in my opinion so judicious that I have much pleasure in appending them *in extenso*.

156. I visited the school of the 28th Regiment in Bombay, but was only able to remain about an hour, so that I have had no opportunity of thoroughly inspecting them.

157. From what I then saw, and from conversations with Brigadier F. Adams, C.B., who commanded the regiment until within the last two or three years, I have no hesitation in saying that they are conducted in a most satisfactory manner, and that Schoolmaster Bell is a thoroughly efficient and successful teacher.

158. I hope to visit Nusseerabad, distant nearly 700 miles, in about six weeks' time, when a full report of the schools shall be furnished.

*3rd Troop, Horse Artillery, Nusseerabad.*

3rd troop Horse Artillery.

159. The school of this troop, until February last, was under a non-commissioned officer, who, as far as he was able, taught the rudiments of reading, writing, and arithmetic. Since then, it has been under a trained assistant master, who has been reported favourably of by the commanding officer. The attendance, however, is very poor, there being no more than 10 adults and 9 children now attending.

*5th Battery, 13th Brigade, Royal Artillery, Aden.*

5th batt. 13th brig. Royal Artillery.

160. I have had no opportunity of visiting Aden. Every encouragement, however, is given to the men to attend school, for in September last there were no less than 70 adults and 9 children attending the school, under a non-commissioned officer, apparently well qualified for his situation.

161. I hope to see this school ere long in Kurrachee.

*Wing, 4th K. O. Regiment.*

Attending the schools of the wing are 241 non-commissioned officers and men and 22 children. The remarks respecting the head-quarters school apply equally to this. Wing, 4th K.O. Regt., Aden.

162. Having concluded my report in detail on the Army Schools in this Presidency, I append a table showing the number of adults and children, actually receiving instruction, during the month of September 1861, in each of the Army Schools under my inspection.

RETURN showing the Number of Pupils attending the Schools of the European Regiments of Her Majesty's Home and Local Forces in the Bombay Presidency, during the Month of September 1861.

| Regiment. | Adults. | | Children. | | Total. | Station. |
|---|---|---|---|---|---|---|
| | Non-commissioned Officers. | Privates. | Boys. | Girls. | | |
| HOME TROOPS. | | | | | | |
| 3rd Dragoons | 30 | 93 | 13 | 18 | 154 | Mhow. |
| 6th " | 7 | 59 | 32 | 26 | 124 | Ahmednuggur. |
| Head Quarters, Royal Artillery. | 35 | 80 | 16 | 18 | 149 | Poona. |
| 5th Batt. 13th Brig. Royal Artillery. | 8 | 62 | 5 | 4 | 79 | Aden. |
| 6th Batt. 13th Brig. Royal Artillery. | — | 1 | 5 | 2 | 8 | Neemuch. |
| 4th Foot | 1 | 127 | 21 | 27 | 439 | Kurrachee. |
| Ditto Wing | 24 | 217 | 12 | 10 | | Aden. |
| 28th Foot | 11 | 220 | 29 | 30 | 290 | Nusseerabad. |
| 33rd " | 63 | 79 | 35 | 39 | 216 | Deesa. |
| 56th " | 20 | 61 | 18 | 18 | 117 | Bombay. |
| 72nd " | 67 | 114 | 20 | 11 | 219 | Mhow. |
| 83rd " | 2 | 119 | 46 | 54 | 221 | Belgaum. |
| 95th " | 86 | 152 | 20 | 30 | 288 | Poona. |
| LOCAL FORCES. | | | | | | |
| Head Quarters, Artillery | — | 100 | 60 | 27 | 187 | Kirkee. |
| 1st Troop, Horse Artillery | 8 | 37 | 7 | 4 | 56 | Deesa. |
| 2nd " " | — | 24 | 11 | 10 | 45 | Hyderabad. |
| 3rd " " | — | 10 | 7 | 2 | 19 | Nusseerabad. |
| 2nd Comp. 1st Batt. Foot Artillery. | 7 | 20 | 5 | 9 | 41 | Belgaum. |
| Head Quarters, 2nd Batt. Foot Artillery. | 8 | 18 | 17 | 14 | 57* | Bombay. |
| 2nd Comp. 2nd Batt. Artillery | 4 | 17 | 1 | 1 | 23 | Belgaum. |
| 3rd " 2nd " | 5 | 26 | 7 | 10 | 48 | Sholapore. |
| 4th " 2nd " | — | 4 | 7 | 8 | 19 | Mhow. |
| 2nd " 3rd " | — | 27 | 4 | 5 | 36 | Ahmednuggur. |
| 3rd " 3rd " | — | 13 | 9 | 4 | 26 | Ahmedabad. |
| Bombay Engineers | 33 | 2 | — | — | 35 | Poona. |
| 1st Fusiliers | — | 78 | 17 | 18 | 113 | Poona. |
| 2nd Europeans | 11 | 39 | 19 | 17 | 86 | Belgaum. |
| 3rd " | 23 | 193 | 15 | 16 | 237 | Kurrachee. |
| Sanitarium | — | 2 | 8 | 3 | 13 | Poorundhur. |
| Total | 453 | 1,984 | 473 | 435 | 3,345 | |

* Attending in August; return for September not received.

164. The following table conveys a clear idea of the general state of education in the various European regiments in this Presidency in March 1861; and shows that, although much progress has been made during the last few years much remains to be done, and that there is still a large proportion of the British Army in need of elementary instruction.

RETURN showing the General State of Education in the various European Regiments of Her Majesty's Home and Local Forces serving in the Bombay Presidency in March 1861.

HER MAJESTY'S HOME TROOPS.

| Regiment. | Can neither Read nor Write. | Can Read only, or who can barely sign their Names. | Can Read, Write, and work the Four First Rules in Arithmetic. | Can Read, Write, and Cypher well. | Total Strength. |
|---|---|---|---|---|---|
| Royal Artillery | | | | | |
| 3rd Dragoons | 84 | 167 | 174 | 228 | 653 |
| 6th " | 63 | 39 | 307 | 296 | 705 |
| 4th Foot | 98 | 97 | 315 | 237 | 747 |
| 28th " | 213 | 143 | 378 | 297 | 1,031 |
| 33rd " | 218 | 98 | 371 | 299 | 986 |
| 56th " | | | | | |
| 64th " | 113 | 29 | 215 | 226 | 583 |
| 72nd " | 200 | 72 | 311 | 329 | 912 |
| 83rd " | 326 | 87 | 150 | 409 | 972 |
| 95th " | 136 | 123 | 196 | 379 | 834 |
| Total | | | | | |

HER MAJESTY'S LOCAL EUROPEAN FORCES.

| Regiment. | Can neither Read nor Write. | Can Read only, or who can barely sign their Names. | Can Read and Write only. | Can Read, Write, and Cypher well. | Total Strength. |
|---|---|---|---|---|---|
| Bombay Artillery | 366 | 225 | 625 | 743 | 1,986 |
| Bombay Engineers | None. | None. | None. | 39 | 39 |
| 1st Fusiliers | 188 | 86 | 157 | 129 | 560 |
| 2nd Europeans | 117 | 47 | 114 | 234 | 512 |
| 3rd " | 156 | None. | 240 | 416 | 812 |
| Total | 827 | 358 | 1,163 | 1,561 | 3,909 |

Industrial instruction.

165. Systematic instruction in needlework is already given in each Army School, but no attempt has hitherto been made to teach trades to the elder boys.

166. Within the last few weeks Government has sanctioned the carrying into effect a scheme proposed by his Excellency Sir Hugh Rose, G.C.B., for the establishment of workshops in every regiment, wherein the soldiers may work at their several trades, and in which it is proposed that the boys shall be instructed in industrial occupations.

As an inducement to soldiers possessing a knowledge of a trade to instruct the elder boys therein, a suitable remuneration has been sanctioned for those who do so.

The workshops have not yet been established, but I have every reason to believe that they will be in operation in less than a month, and I hope in my next report to be able to show that the scheme has worked beneficially as regards the children attending the schools in this presidency.

Reading rooms.

167. I have already referred to the soldiers' clubs or institutes established in the 83rd and 95th Regiments. In every corps there is a reading room and library well supplied with books, and during the present year, clubs similar to those already referred to, have, I believe, been established in several other regiments. During my approach-

ing tour of inspection I purpose, with the permission of the various commanding officers, visiting the soldiers' clubs, and shall have the honour of submitting a report thereon on the completion of my tour.

168. Lectures have been delivered at Poona, at the United Service Institution of Western India, before audiences consisting of officers and soldiers. Lectures.

*At the United Service Institution of Western India, Poona.*

| | |
|---|---|
| *By the Rev. F. Gell* | The hill forts of the Deccan. |
| *The Rev. J. M. Mitchell* | The village system of Western India.<br>The religion of India. |
| *Lieut.-Colonel Travers, R.A.* | A short description of the construction of guns, with a slight sketch of the general application of artillery. |
| *The Lord Bishop of Bombay.* | The military equipments mentioned in Scripture history. |
| *Captain Wilkins, Engineers.* | Two lectures on optics. |
| *H. Geraud, Esq., M.D., Professor of Chemistry.* | The electric telegraph.<br>Four lectures on botany. |
| *Lieutenant Statham, Her Majesty's 33rd Regiment.* | Three lectures on military history:—<br>I. Wars of Greece and Rome.<br>II. Wars of Great Britain.<br>III. Foreign warfare. |
| *Major Curtis, Bombay Staff Corps.* | Musketry and rifle firing. |
| *By Captain Scrivener, Superintendent Army Schools, Bombay Presidency.* | Six lectures on fortification, illustrated by large sand models:—<br>I. Field fortification, open works, redoubts, forts, &c.<br>II. Field fortification—lines.<br>III. Vauban's first system.<br>IV. The modern system.<br>V. Construction of batteries, parallels, and approaches, and the general operations of a siege.<br>VI. Fergusson's system.<br>Six lectures on surveying, illustrated by large models of hilly ground:—<br>I. Military surveying and hill sketching.<br>II. Surveying with chain theodolite.<br>III. The traverse system of surveying.<br>IV Trigonometrical surveying and the mode to be pursued in hilly countries.<br>V. Levelling and contouring.<br>VI. The method of ascertaining latitude, longitude, local time and variation of the compass as applied to the exploration of an unsettled or unknown tract of country. |

169. Lectures are also frequently delivered at the soldiers' institute of the 95th Regiment. And at Mhow and Belgaum, Schoolmasters Fowler and Eaglesome lecture to the men of their respective regiments. Their lectures are, I am informed, well attended.

170. Aids to the lecturer in the shape of magic lanterns, models, diagrams, &c. are very much wanted, and I beg strongly to recommend

that a complete set of lecturing apparatus, similar to that supplied to the large garrisons at home, may be sent to each of the following stations:—Poona, Mhow, Kurrachee, Neemuch, Deesa, Belgaum. Many officers, and most of the schoolmasters, if lecturing apparatus were at hand, would, I believe, give lectures from time to time.

Irregularity of attendance.

171. Irregularity of attendance is still the greatest difficulty with which the schoolmaster has to contend. To remedy this evil I beg with great deference to submit for the consideration of the Council of Military Education, the following draft of a circular on the subject.

172. If the provisions thereof were properly carried into effect, it would be a case of very rare occurrence for a soldier on taking his discharge from the army to be unable to read and sign his name.

"To meet the wishes of H.R.H. the General Commanding-in-Chief, and to comply with the General Order dated Horse Guards, 19th June 1857, it is directed, under the authority contained in Clause 37 of the Rules and Articles for the better government of Her Majesty's Army from 26th April 1850, that all soldiers who are unable to read and write shall, on their having mastered their drills and exercises, attend the regimental or garrison school *daily* when off duty, until they shall have acquired a knowledge of reading, writing from dictation, and arithmetic to the extent of the four compound rules.

"An adult of average ability and industry can with ease attain the amount of knowledge above specified in 12 months, provided he attends school on an average six hours weekly.

"Commanding officers are therefore desired to make arrangements to enable such of their men who are unable to read and write, to receive instruction in the regimental or garrison school six hours weekly, and they are desired to excuse the men attending the school by order, as well as those attending voluntarily, from evening roll call or parade, and generally from such duties and fatigues as can, without inconvenience or prejudice to the service, be postponed or dispensed with.

"The hour of school attendance should have all the importance which attaches to a parade."

173. Once able to read, write, and keep his accounts, the soldier should not, in my opinion, be compelled to attend school. So long as inducements in the shape of promotion from one grade to another by means of examinations according to the system in force in Her Majesty's 28th Regiment, or according to a scale to be hereafter determined upon, are held out to the men to attend school, there will be no lack of *voluntary* attendants, especially if remission from roll call, and occasionally from parade is given to those men who show that in attending school they really are actuated by a desire to improve themselves.

I have, &c.

(Signed) FREDERICK SCRIVENER,
Local Inspector Army Schools,
Bombay Presidency.

The Secretary,
Council of Military Education.

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